

DOCUMENT RESUME

ED 290 646

SO 018 379

TITLE Japanese Language and Culture. Preliminary Report of the State Superintendent's Advisory Council. Bulletin #7290.

INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE 87

NOTE 67p.

AVAILABLE FROM Wisconsin Department of Public Instruction, 125 South Webster Street, Post Office Box 7841, Madison, WI 53707-7841.

PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Advisory Committees; *Cultural Awareness; Cultural Education; Culture; Curriculum Development; Educational Assessment; Educational Needs; Educational Planning; Educational Responsibility; Foreign Countries; *Japanese; Language Planning; Multicultural Education; *Needs Assessment; *Public Schools; Secondary Education; *Second Language Instruction

IDENTIFIERS *Japanese Cultures; *Wisconsin

ABSTRACT

A compilation of six committee reports and preliminary recommendations based on a statewide study of the status of Japanese language and culture in Wisconsin, these reports identify plans that are in various stages of development for inclusion in public school secondary school programs. The first report contains recommendations for: (1) the establishment of teacher certification programs; (2) contacts with schools in other states that teach Japanese; (3) university contacts and teacher associations; (4) an entry level for beginning the study of Japanese; (5) funding; and (6) the establishment of the role of the state department of education. Committee report two focuses on enhancing instruction in Japanese history and culture and addresses awareness activities, curriculum development ideas, and potential staff development programs. Internships and exchange programs with Japan are considered in report three. The fourth report describes preliminary plans for the establishment of a sister state relationship with a prefecture (state) in Japan, and report five outlines initial efforts to determine methods of attracting Japanese businesses to Wisconsin. The final report considers options for meeting the special needs of children of resident Japanese citizens. Appendices include: (1) a charge to the state superintendent's advisory council for Japanese language and culture; (2) a letter of support from a Japanese business firm; (3) the advisory council's meetings' minutes; (4) a questionnaire used to interview Japanese business leaders in Wisconsin; (5) a Japanese businessman's perceptions of Wisconsin's business climate; (6) Milwaukee Public School's report on teaching about Japan; (7) a list of U.S. sister states and Japanese prefectures; and (8) a list of Wisconsin Japan U.S. advisory council members. (JHP)

**PRELIMINARY REPORT
OF THE
STATE SUPERINTENDENT'S ADVISORY COUNCIL
FOR JAPANESE LANGUAGE AND CULTURE**

**Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent
125 South Webster Street, Post Office Box 7841
Madison, WI 53707-7841**

Bulletin No. 7290

Copyright © 1987 by Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of
race, sex, age, religion, handicap, or national origin.

TABLE OF CONTENTS

	Page
Letter of Transmittal	v
The Council Charge	1
Council Members and Consultants	2
Recommendations from the State Superintendent's Advisory Council for Japanese Language and Culture to the Wisconsin Department of Public Instruction	4
Introduction: Background Information	8
Committee Report 1: Establishing Japanese Language in the Schools	10
Committee Report 2: Enhancing Instruction in Japanese History and Culture	13
Committee Report 3: Internships and Exchange Programs with Japan	17
Committee Report 4: Establishing a Sister State Relationship	19
Committee Report 5: Concerns and Needs of the Wisconsin Business Community	21
Committee Report 6: Meeting the Needs of Children of Japanese Citizens	22
Appendix A: Charge to the State Superintendent's Advisory Council for Japanese Language and Culture	24
Appendix B: Letter from Kikkoman Foods	29
Appendix C: Minutes of Advisory Council Meetings	30
Appendix D: Questionnaire for Interviews of Japanese Firms Operating in Wisconsin	48
Appendix E: Wisconsin's Business Climate: A Japanese Viewpoint ...	50
Appendix F: Milwaukee Public Schools Report	53
Appendix G: Sister States and Japanese Prefectures	56
Appendix H: Wisconsin Japan America Council	58

January 1987

Herbert J. Grover
State Superintendent
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Re: Report of the State Superintendent's Advisory Council for Japanese
Language and Culture

Dear Dr. Grover:

I am pleased to transmit to you the Report of the Advisory Council for Japanese Language and Culture. Since the appointment of this council in May 1986, there have been four formal meetings of the entire council along with a number of small committee meetings, telephone conferences, interviews of interested parties, and many other activities relating to the content of this report.

It should be noted that the recommendations contained in this report relate to many agencies in both the public and private sectors. Achieving the council's goals will require the cooperation of many groups and individuals, including the Governor's Office, the Department of Public Instruction, the public and private school systems, colleges and universities, business and industry, and the state legislature along with private and governmental agencies in Japan.

It seems clear that the State of Wisconsin will make substantial gains culturally, educationally, and financially if it succeeds in implementing any substantial portion of the recommendations contained in this report. The evidence collected by the council suggests that the establishment of a sister state relationship is crucial to the long-term success of the state in achieving the goals outlined in the report. This is due to the fact that Japanese tradition requires the building of a solid personal trust relationship as a prerequisite to doing business.

The responses that the council has received from Japanese educators and business people make it evident that, by successfully pursuing goals presented in this report, Wisconsin would greatly improve its attractiveness to Japanese business and industry.

The high quality of the work performed by this Advisory Council can be attributed in large measure to the judgment exercised in selecting the individual members. Council members gave generously of their time and talents in responding to the many challenges contained in your charge to it. I believe that the state will benefit from the results.

It was an honor to be asked to serve as chair of this Advisory Council. On behalf of the members, I want to thank you for the opportunity to serve. I am certain that all the members of the council will be happy to be of continuing help in the improvement of conditions that will make Wisconsin more hospitable to the people of Japan who seek business, cultural, and educational contacts in the United States.

Sincerely,

Paul Hassett, Chairperson
State Superintendent's Advisory Council
for Japanese Language and Culture

THE COUNCIL CHARGE

During May of 1986, State Superintendent Herbert J. Grover appointed an Advisory Council for Japanese Language and Culture. At its initial meeting State Superintendent Grover charged the council with the responsibility of preparing a study on Japanese language and culture in Wisconsin. The department commissioned the study after receiving many inquiries from people in business, government, and education regarding the need for increased emphasis upon Japan. Further impetus for the formation of the council came as a result of State Superintendent Grover's study trip to Japan, sponsored by the Japanese-American Friendship Society.

The first meeting of the council convened on June 20, 1986, at which time the council was formally charged with improving conditions in

- teaching the Japanese language in Wisconsin's schools
- preparing and certificating Japanese language teachers
- enhancing the teaching of Japanese history and culture in Wisconsin's schools
- expanding exchange programs and internship programs between Japan and Wisconsin
- addressing the needs of the Wisconsin business community with respect to Japanese education, language, and culture
- meeting the educational needs of Japanese children living in Wisconsin

**MEMBERS OF THE STATE SUPERINTENDENT'S ADVISORY COUNCIL
FOR JAPANESE LANGUAGE AND CULTURE**

Carol Albright, Spanish Teacher
Sun Prairie School District
509 Commercial Avenue
Sun Prairie, WI 53590

Roger Axtell, Business Liaison
Office of the Governor
115 East, State Capitol
Madison, WI 53702

Roger Frankowski, Chairperson
General Studies
Milwaukee School of Engineering
P.O. Box 644
Milwaukee, WI 53201

Akira Funahashi, Professor of
Medicine
The Medical College of Wisconsin
2160 Possum Court
Brookfield, WI 53005

Frank Grittner, Consultant
Foreign Language Education
Wisconsin Department of Public
Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Diane Gulbranson, Japanese Teacher
Riverside High School
1615 East Locust Street
Milwaukee, WI 53211

Paul Hassett, Past President
Wisconsin Manufacturers and
Commerce
501 East Washington Avenue
P.O. Box 352
Madison, WI 53707

Sally Henshaw, Coordinator
East Asian Center
University of Wisconsin-Madison
1440 Van Hise Hall
Madison, WI 53706

Yukio Itoh, Japanese Teacher
Franklin High School
8222 South 51st Street
Franklin, WI 53132

Robert Jauch, State Senator
Member, Joint Finance Committee
117 West, State Capitol
Madison, WI 53702

Lloyd Joyal, Coordinator
Japan Program Services
University of Wisconsin-Eau Claire
Brewer Hall 6
Eau Claire, WI 54701

David Martin, Asst. Vice President
University of Wisconsin System
Van Hise Hall
Madison, WI 53706

Naomi McGloin, Professor
East Asian Languages and Literature
University of Wisconsin-Madison
Room 1270, Van Hise Hall
Madison, WI 53706

Lee McMurrin, Superintendent
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, WI 53208

Milton Neshek, General Counsel
Kikkoman Foods, Inc.
P.O. Box 291
Elkhorn, WI 53121

Victor E. Okim, Consultant
Japan Connections
P.O. Box 5202
Madison, WI 53705

Kathleen Paris
Paris and Associates
2134 Center Avenue
Madison, WI 53704

Calvin Potter, Chairperson
Assembly Education Committee
11 West, State Capitol
Madison, WI 53702

Ray Rudzinski, Board of Education
Kimberly Area School District
217 East Kimberly Avenue
Kimberly, WI 54136

Robert Sorensen, State Director
Wisconsin Board of Vocational,
Technical and Adult Education
P.O. Box 7874
Madison, WI 53707-7874

Lynda Strupp, Japanese Instructor
Milwaukee School of Engineering
4944 North Admore
Milwaukee, WI 53217

Michael Straka, Executive
Vice President
Marine Bank, N.A.
111 East Wisconsin Avenue
P.O. Box 2033
Milwaukee, WI 53201

CONSULTANTS

Helena Anderson Curtain
Foreign Language Specialist
Milwaukee Public Schools
5225 Vliet Street
Milwaukee, WI 53208

Akira Miura, Professor
East Asian Languages and Literature
University of Wisconsin-Madison
Room 1260, Van Hise Hall
Madison, WI 53706

H. Michael Hartoonian, Consultant
Social Studies Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Arthur Rumpf
Social Studies Specialist
Milwaukee Public Schools
5225 Vliet Street
Milwaukee, WI 53208

Dennis J. Horbinski
Vice President, Marketing
Forward Wisconsin
11270 West Park Place, Suite 550
Milwaukee, WI 53224

Hiroyuki Toyota, Assistant Coordinator
Japan Program Services
University of Wisconsin-Eau Claire
Eau Claire, WI 54701

Andrew W. Jolin, Student
Representative
546 W22348 Tansdale Road
Waukesha, WI 53186

Yoshikuni Yamamoto
Madison Japan Association
1621 Adams Street
Madison, WI 53711

**RECOMMENDATIONS FROM THE STATE SUPERINTENDENT'S ADVISORY
COUNCIL FOR JAPANESE LANGUAGE AND CULTURE
TO THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

At its initial meeting the State Superintendent's Advisory Council for Japanese Language and Culture divided into six special committees in order to address the many concerns expressed in the state superintendent's charge. The council voted unanimously to have each committee present its recommendations separately. The Advisory Council has reached tentative agreement on the material contained in this preliminary report. However, committee members are in the process of collecting additional data and of formulating other recommendations; hence, changes, deletions, and additions may yet occur before the council's report is final.

Recommendations on Establishing Japanese Language in the Schools

The council offers the following recommendations to the state superintendent regarding establishing Japanese language in the schools:

1. That an approved program for the certification of Japanese teachers in grades 7-12 be implemented by the end of the 1986-87 academic year.
2. That the Department of Public Instruction seek funding to provide "start-up" money for new Japanese language programs at the high school, middle school, and elementary school levels.
3. That a system of articulation between high schools and universities be established to ensure that students receive credit for Japanese language proficiency developed at the high school level or elsewhere.
4. That teachers of Japanese at all levels of instruction be encouraged to form an association, enabling them to meet periodically to discuss methods, materials, and other concerns.
5. That funding be sought to provide for retraining of teachers of other foreign languages so that they may work toward full certification as a teacher of Japanese.
6. That school districts be made aware of the fact that the foreign language requirement of s. 121.02(1)(L)1, Wis. Stats., can be met by offering Japanese in order to "provide access to an educational program that enables pupils each year to study. . .foreign language. . ." in grades 9 to 12.
7. That the state technical institute/university systems provide courses and seminars to business and industry in the areas of cultural implications, business practices, and Japanese language.

Recommendations on Enhancing Instruction in Japanese History and Culture

The council offers the following recommendations to the state superintendent regarding enhancing instruction in Japanese history and culture:

1. That one of the three years of instruction within the required social studies sequence be devoted to the teaching of world history, culture, and geography, and that part of this sequence deal with Japan.
2. That the Department of Public Instruction State Social Studies Committee develop a publication on materials and resources related to studies of Japan to be completed by fall of 1987. This publication will be coordinated with the work of the Committee on Internship and Exchange Programs with Japan.
3. That preservice efforts for future social studies teachers require the inclusion of studies relating to Japan as well as other East Asian nations.
4. That current inservice efforts with respect to Japan studies be maintained and expanded to ensure that all Wisconsin schools have the capability to teach East Asian cultures including Japan.
5. That more attention be given in the elementary school program to world studies including the study of Japan.

Recommendations on Internships and Exchange Programs with Japan

The council offers the following recommendations to the state superintendent regarding internships and exchange programs with Japan:

1. That the Department of Public Instruction and other appropriate agencies develop a resource manual for facilitating exchanges between Wisconsin and various areas of Japan.
2. That funding be sought to develop two-way exchange programs involving junior and senior high school students as well as teachers from schools in Japan and Wisconsin.
3. That the university system develop exchange programs which enable business people from Japan and Wisconsin to learn more about the language, culture, and business practices that exist in both countries.
4. That the university system offer exchange programs that are aimed at developing or improving the Japanese language skills of teachers of Japanese in Wisconsin and the English language skills of English teachers from Japan.
5. That up to \$200,000 be made available to carry out the activities listed above.

Recommendations on Establishing a Sister State Relationship

The council offers the following recommendations to the state superintendent regarding establishment of a sister state relationship:

1. That an official letter of intent be obtained from the governor to the effect that Wisconsin wishes to establish a sister state relationship with an appropriate prefecture in Japan.
2. That the state superintendent prepare an official letter of intent to establish close ties with the educational agency of the sister prefecture.
3. That, when the above mentioned steps have been taken, the search for a prospective partner begin as soon as possible.
4. That up to \$100,000 be made available to establish a sister state relationship between Wisconsin and a Japanese prefecture.

Recommendations on the Concerns and Needs of the Wisconsin Business Community

Despite the fact the Wisconsin ranks high in most of the criteria that are favored by Japanese business firms, many of the Japanese people have the false impression that Wisconsin is a cold, remote, and mostly agrarian area, a place that is inhospitable to Japanese people. To dispel these misconceptions, the council offers the following recommendations to the state superintendent:

1. That the many positive aspects of Wisconsin's educational, economic, business, social, and recreational systems be identified and incorporated in a series of brochures in Japanese.
2. That effective exchange and study programs for students and entrepreneurs from Japan be organized and expanded.
3. That Wisconsin businesses be encouraged to participate in trade fairs relating to Japan, especially those emphasizing the "Made in U.S.A." theme.
4. That the appropriate agencies be encouraged to pursue an aggressive publicity campaign in Japan to advertise the many positive features of Wisconsin, including those discussed in other committee reports.
5. That the state Vocational, Technical, and Adult Education System provide courses and seminars to business and industry in the areas of cultural implications and business practices having to do with Japan.

Recommendations on Meeting the Needs of Children of Japanese Citizens

The council offers the following recommendations to the state superintendent regarding meeting the needs of children of Japanese citizens:

1. That the Chicago Futabakai Saturday School be designated as the initial program available to children of Japanese citizens living in Southeastern Wisconsin, until populations of such children reach the level needed to make special Wisconsin schools feasible. This program would be used to supplement attendance in a regular Wisconsin school.
2. That schools incorporating a dual-language approach be established. The Japanese national curriculum, approved by the Ministry of Education, in language arts, social studies, science, and mathematics would be taught in Japanese, while subjects such as art, music, and physical education, in which Japanese and American students interact, would be taught in English. This bilingual approach will maintain and expand competencies needed to progress successfully through the Japanese educational system. A Saturday school experience would be included in this program.
3. That up to \$140,000 be made available to fund customized school programs of the type described above in order to provide staffing, materials, and instructional resources.

INTRODUCTION: BACKGROUND INFORMATION

One of the first activities of the State Superintendent's Advisory Council for Japanese Language and Culture was to determine what had already been done in the target areas and to find out what resources were available for accomplishing its tasks. The purpose of this activity was to provide a basis for assessing future progress in terms of the council's goals and to provide a base on which to build. Thus, the following discussion is a summary of the state of affairs prior to the council's inception.

Japanese Language in Secondary Schools and Higher Education

A study of curricular offerings conducted by DPI during the 1984-85 school year revealed that only one public school in the entire state--Riverside High School in Milwaukee--had an offering of first-year and second-year Japanese. Although no formal approved training program existed to train teachers of Japanese, the Riverside teacher had met the standards for such a position and was, therefore, granted a certificate by the Department of Public Instruction. The Department of East Asian Languages and Literature at the University of Wisconsin-Madison has a full range of offerings in Japanese language, literature, and culture and, thus, shows great potential for establishing an approved program to prepare future teachers of the Japanese language. Beloit College has also offered summer programs in intensive Japanese and has shown interest in developing the program further. No other institutions of higher education were identified as having the potential for developing teacher education programs in Japanese.

Other activities dealing with Japanese language or culture were reported to the Advisory Council. Nicolet College and Technical Institute sponsored a two-part video telecourse on the culture of Japan during the spring of 1985 and the fall of 1986. Northland College enrolled 33 Japanese women from Hogaromo Junior College during the summer of 1986. The program included homestays with Ashland families. In addition to learning about American culture, the Japanese women were provided with formal coursework in English as a foreign language. The University of Wisconsin-Eau Claire established a "Japan Program Services" Office on campus. This program has enabled Japanese business people to engage in intensive English training and to enroll in undergraduate and graduate course work. Lloyd Joyal, director of Japan Program Services, has also arranged student exchange programs, internship programs, and special on-campus programs for students from Japan.

Japan History and Culture Programs

Although no hard data were available on the study of Japanese in Wisconsin's elementary and secondary schools, a number of Advisory Council members expressed the view that many public schools did little or nothing in the way of teaching about Japan or other East Asian nations. On the positive side, it should be noted that the Danforth Project was established to enrich the curriculum and to provide inservice opportunities for a number of Wisconsin schools.

Most of the schools involved in this ongoing project are working to add Japanese components to their local curriculums. Also, the Milwaukee schools reported an increase in emphasis upon Japanese studies in curriculum development activities over the past few years. However, despite these commendable developments, the consensus of the Advisory Council was that much remains to be done with respect to promoting the study of Japanese history and culture in Wisconsin schools.

Needs of Children of Japanese Citizens Employed in Wisconsin

A Task Force on Japanese Business Investment, sponsored by Forward Wisconsin, had reported to State Superintendent Herbert J. Grover in the spring of 1986 that it was important to develop specially designed education programs for the children of Japanese business persons living in Wisconsin. They noted that "the program must be flexible since we do not know what location an industry will choose." Members of this task force expressed the opinion that "Wisconsin can produce programs to equal our competitors, but on the short term we should not be concerned about solving the educational problems of the Japanese system." One Japanese industry in Wisconsin--the Kikkoman Corporation in Walworth County--had solved the problem by arranging to transport children to the Chicago Futabakai Japanese School on Saturdays. The children involved attended a local school on the regular Monday through Friday schedule.

Concerns and Needs of the Wisconsin Business Community

In addition to the educational concerns mentioned above, the Task Force on Japanese Business Investment cited a number of other needs. Among the items listed were the need for orientation - a means of helping visiting business people and new arrivals to understand and adapt to Wisconsin - and promotional materials - a means of supplying relevant information about such things as taxes, lifestyle, weather, and education (to name but a few).

It is clear that all of the activities reported on by the various committees of the Advisory Council will impact, directly or indirectly, upon the Wisconsin business community. That is, the more successful the various components are, the more hospitable the state will appear to Japanese business investment.

COMMITTEE REPORT 1: ESTABLISHING JAPANESE LANGUAGE IN THE SCHOOLS

This committee met for the purpose not only of making recommendations about high school, middle school, and elementary school programs but also to determine the needs of the profession for teacher education programs to prepare certified teachers of Japanese. In addition to the regular council meetings, the committee met on various occasions to formulate its report and its recommendations.

At the initial meeting, a review of the status of Japanese teaching in the public schools showed only one program at Milwaukee Riverside High School. Since that time, however, programs have started at Franklin High School, Milwaukee, and at West High School, Madison; planning for programs was underway in two other districts - Merrill and Wauwatosa - and Cooperative Educational Service Agency #4, LaCrosse. The program at Madison West High School is critical, because it relates to establishing a Japanese teacher preparation program on the University of Wisconsin-Madison campus. The West High School program will provide a place for student teachers to do a practicum and to student teach.

An important committee activity was to look into the preparation and certification of teachers. Since the Madison campus has well-developed programs and qualified staff in the area of Japanese, we suggest that the first program for preparing Japanese teachers be implemented there. (Madison has undergraduate and graduate school programs in the Japanese language, with a substantial number of students majoring in Japanese.) In addition to courses in the Japanese language, prospective teachers would be required to take courses in the psychology of learning, teaching of reading, mainstreaming, adolescent psychology, teaching methods, and student teaching along with other requirements.

The committee examined the current standards of the Department of Public Instruction with regard to the requirements for becoming certified as a foreign language teacher (PI 4.27). These standards were then examined with respect to the courses presently available at the University of Wisconsin-Madison. It found that sufficient coursework presently exists to set up an approved program that would meet existing standards. The only change might be a modification of existing courses required by the School of Education in the area of methods of teaching Japanese as a foreign language. Committee Chairperson Sally Henshaw has taken the initial steps to develop an approved program in Japanese. She has met with Associate Dean Robert Davidson and others in the School of Education regarding the development of an approved certification program. It appears that the Curriculum and Instruction Committee will review her proposal at its February 1987 committee meeting.

Even when a certification program is in place, the committee realizes the need for funding in order to achieve its goals. Not only will added funds be necessary on the university level, but schools will need funds for hiring an additional teacher who teaches the Japanese language. Funding is also necessary to train present foreign language teachers in the Japanese language. Willing teachers need financial assistance for tuition. If they will spend the

time and energy necessary to learn Japanese, it should not be a financial burden on them.

Owing to the newness of Japanese language in the schools, school districts need to be flexible in staffing. Initially, a teacher could be eligible for full-time status by teaching Japanese in several schools at one time. In sparsely populated areas, this may involve several school districts. This would promote the rapid expansion of the Japanese language in the schools and will assure maximum use of staff.

The committee discussed the situation of foreign language teachers who hear of the possibility of another foreign language being taught in their schools and strongly resist the adoption of the new program. Fear of losing their students to another language causes them to overreact and ignore the fact that new languages are important for their students' future. Studies have shown that where the Japanese language has been introduced in a high school curriculum, students took Japanese as an added course and did not desert the language they were already studying. Teachers should be educated by the DPI in this regard.

Another issue discussed by the committee was the optimum time to begin the study of Japanese. Ideally it should begin in the elementary school. Practically, however, every effort should be made to begin the Japanese program in the seventh grade and, certainly, early enough to ensure the possibility of providing four years of study or more. A good case can be made for starting in seventh grade or earlier, simply because learning an oriental language requires more contact hours than commonly taught European languages. Note the following from the International Letter of the Association of State Universities and Colleges in Washington, D.C.:

According to a recent state department study, the U.S. has a serious shortage of diplomats who are proficient in foreign languages, especially the four so-called "hard" languages regarded as most critical for the conduct of U.S. diplomacy--Russian, Arabic, Chinese and Japanese.

The study was made by Monteagle Steans, former ambassador to Greece and senior career diplomat, at the request of Secretary of State George P. Schultz. The study recommends major changes in the promotion and assignment policies of the Foreign Service.

The study indicates that while a large number of Foreign Service personnel receive some study of hard languages, few of those who need it actually develop a real professional proficiency. In addition, there is a wider concern within the department about the failure of many Foreign Service officers to master even the more widely used languages long regarded as standard tools of diplomacy. The decline in the number of younger Americans to study languages in high school and college, and pressures to recruit minorities, had forced the State Department to drop language skills as a requirement for entering the Foreign Service. Once in, all officers receive some language training--usually in French or Spanish--designed to bring them to a level of proficiency that is considered only a rudimentary conversation ability.

This provides evidence of the need for Japanese at the national level and also supports the case for a longer sequence of study in Japanese and other Oriental languages.

The committee discussed at length the use of various writing systems in the teaching of Japanese. Universal agreement was reached that Romanization of the language should be avoided at all costs. Students should begin to learn the regular Japanese writing systems from the very beginning. Experience has shown that Romanization tends to inhibit the proper, long-term acquisition of the written Japanese language. The committee concluded its deliberation with the following set of recommendations:

1. That an approved program for the certification of Japanese teachers in grades 7-12 should be implemented by the end of the 1986-87 academic year.
2. That contacts be established with schools in other states that already teach Japanese to determine what texts and materials are presently used.
3. That the need for teachers of Japanese be disseminated through available media, including educational publications of the DPI and the University of Wisconsin System.
4. That schools showing an interest in teaching the Japanese language contact the DPI.
5. That a system of articulation between the high schools and the universities be established to ensure that students receive credit for Japanese language proficiency developed at the high school level or elsewhere.
6. The teachers of Japanese at all levels of instruction be encouraged to form an association, enabling them to meet periodically to discuss methods, materials, and other concerns.
7. Although the entry level for studying Japanese may be in grade 9, every effort should be made to begin programs in grade 7 or earlier.
8. That the Department of Public Instruction seek funding to provide "start-up" money for new Japanese language programs at the high school, middle school, and elementary school levels.
9. The university system should establish a program in which teachers of other foreign languages can work toward being certified as teachers of Japanese.

Submitted by: Sally Henshaw, Chairperson
Carol Albright
Diane Gulbranson
Naomi McGloin
Lee McMurrin

COMMITTEE REPORT 2: ENHANCING INSTRUCTION IN JAPANESE HISTORY AND CULTURE

Within the educational context of world/global history and culture, the study of Japan can be seen as an important and useful content area for Wisconsin students. It is necessary to place the study of Japan within this broader context for reasons of academic honesty and global economic and political reality. Global interdependence is a fact of modern life, and those nations whose citizens refuse to address this fact will be left behind in the dynamics of international economics.

The legislative point of entry for teaching and learning about Japan can be found in s. 118.01, Wis. Stat., which addresses academic skills and knowledge, and s. 118.33, Wis. Stat., affecting high school graduation standards. The former provides that greater attention be given in the elementary school program to world studies, including the study of Japan. The latter recommends that one of the three years of instruction within the required social studies sequence be devoted to the teaching of world history, culture, and geography. Part of this sequence could address Japan.

Many international/global programs exist within the state which can be used to enhance the study of Japanese history and culture. The activities suggested below are categorized in three groups: awareness, curriculum development, and staff development.

Awareness Activities

During the 1986-87 school year, articles on the Japanese-Wisconsin project can be placed in the following periodicals:

1. Education Forward (Department of Public Instruction newsletter)
2. The Podium (official journal of the Wisconsin Council for the Social Studies) Forward (Newsletter of the Wisconsin Association of Supervision and Curriculum Development)

Newsletters from the major teacher organizations, particularly the Wisconsin Education Association Council (WEAC), the Milwaukee Teacher Education Association (MTEA), and the Wisconsin Federation of Teachers (WFT)

3. Journals from the several administrative organizations and school boards associations.
4. Business/industry newsletters, such as Forward Wisconsin

Curriculum Development

Over the past few years, the Wisconsin Department of Public Instruction has taken a strong initiative in curriculum development. In addition to the new

curriculum planning guide in social studies, several ongoing activities can enhance the study of Japanese history and culture.

1. **Danforth Project on International Studies.** The purpose of the three-year Danforth Project is to enrich curriculum and provide inservice opportunities for several schools in the state that will serve as models to other educators. The intention is to develop a network of teachers and administrators who are interested in global studies. Most of the schools in the project have expressed an interest in developing curriculum on Japanese culture.

2. **Project Goals.**

- A. Improved global studies curriculum.
- B. Improved coordination among model schools
- C. Professional growth of teachers
- D. Effective global studies teaching strategies and materials
- E. Coordination among universities and local schools

3. **Model Schools.**

- A. D.C. Everest Area School District, Schofield

Rothschild Elementary

Area Studies
Curriculum Development
Professional Growth
Expert-in-Residence
(Japanese Unit)

- B. Waukesha School District

Rose Glen Elementary

Sister School Creation

Meadowbrook Elementary

Coordination with Save
the-Children

Hadfield Elementary

Global Citizenship

Heyer Elementary

Human Rights

Butler Jr. High

Land Tenure Systems

North High

World Affairs

South High

Cultures Discovery Boxes

(Japan Units)

C. Janesville School District

Parker High School

Development of Effective
Strategies to Teach
World Cultures

Appropriate Materials
Acquisition

Linkages within the School
District

(Japanese Emphasis)

D. McFarland School District

Conrad Elvehjem Elementary

Area Studies Focus

Creating Local/Global Ties

Teaching Materials
Acquisition

(Japanese Unit)

E. Milwaukee Public Schools

Daniel Webster Middle

Global Studies Interdis-
ciplinary Coordination

International Events

Foreign Languages-
Japanese

Generating Student
Interest

Riverside University H.S.

World Affairs Curriculum
Development

Foreign Language and
Cultural Immersion
Classes

"Field Trips" to Spain,
China, and Japan

4. **"Across Cultures."** The Educational Communications Board and the Wisconsin Department of Public Instruction have developed a 15-program television series for middle school students on world cultures. One of the three cultures studied in the program is Japan.

5. **State Social Studies Committee.** The Department of Public Instruction will develop a publication on materials and resources related to the study of Japan. This publication will be ready for the 1987-88 school year.
6. **National Resource Center.** A part of the East Asian Language and Area Studies Center at the University of Wisconsin-Madison, the National Resource Center is funded by a grant from the U.S. Department of Education under Title VI of the Higher Education Act. The center provides outreach services to Wisconsin and bordering regions' schools and communities. Teachers, scientists, researchers, and business professionals all benefit from monthly workshops held throughout the state. Lectures, demonstrations, performances, and materials are provided free of charge to all those who wish to increase their knowledge of China, Japan, or Korea. The center's goal is to see that all teachers in Wisconsin are well prepared to educate their students on issues related to East Asia. Among these issues are culture and art, politics, economics, business, and language. Faculty and staff from all UW System campuses participate in the program.

Staff Development

As Wisconsin educators develop expertise in Japanese history and culture and as programs are established in more schools, staff development programs will continue to be offered through a number of agencies and organizations.

On November 4, 1986, professors of education from several public and private universities in Wisconsin met to discuss Japanese history and culture in order to develop an interest and, perhaps, teacher education programs emphasizing Japanese content, materials, and resources. On September 13, 1986, a workshop entitled "Contemporary East Asia: Will the 21st Century Belong to Asia?" was offered at the Rock County Campus (Janesville) of the UW Center System by the East Asian Area Studies Center. In October 1986, the Wisconsin Education Association Council conducted workshops on Japanese history and culture at Eau Claire and Milwaukee. The spring 1987 convention of the Wisconsin Council for the Social Studies will include sectional meetings on Japanese history and culture. In addition, the state's 12 cooperative educational services agencies are available to conduct awareness as well as curriculum conferences on the topics of Japanese history and culture. Finally, several of our universities are developing courses for elementary and secondary teachers on Japanese history and culture, to be presented during the summers. The first summer program was held in June 1986 and additional programs may be ready by the summer of 1988.

Submitted by: Calvin Potter, Chairperson
H. Michael Hartoonian
Robert Jauch
Hiroyuki Toyota

COMMITTEE REPORT 3: INTERNSHIPS AND EXCHANGE PROGRAMS WITH JAPAN

One of the first activities of this committee was to review existing programs that provide exchanges between the United States and Japan. We noted that, while a number of short-term exchange programs were operating, there was a lack of systematic articulation of these programs across the state. Also, a number of schools and civic groups were interested in expanding exchange programs but were often unaware of how to proceed.

As a first step in making information more widely available, the committee compiled a selected list of resources, now a pilot Department of Public Instruction publication entitled "High School Exchange Programs in Japan: A Guide for Local School Districts." This bulletin offers a list of organizations that conduct exchange programs with Japan, guidelines for selecting an exchange experience, the availability of teaching assistants from Japan, teaching opportunities in Japan, school contacts in Japan, and many other topics relating to student and teacher exchanges.

The second committee activity was to obtain information about the exchange program operated by the Michigan Department of Education. We learned that the Michigan approach was based on an 18-year sister state arrangement with the Shiga Prefecture. Over the years, many personal contacts had been cultivated as a background for setting up person-to-person exchanges. In 1985, state funds were made available through the Michigan legislature to provide an exchange experience for 20 teachers from elementary, middle and junior high, and senior high school programs. Michigan made \$115,000 available for this purpose, and the Shiga Prefecture appropriated a similar amount.

Sixteen Michigan teachers were trained in Japanese during the 1985-86 school year under a selective grant program. A total of \$15,000 was made available to the Lansing Community College for this part of the program.

In 1986-87, 25 teachers in Michigan were selected for Japanese language training. In addition, a tour abroad has been scheduled for the summer of 1987, intended to help teachers improve their Japanese language skills. Exchange programs will continue, and state funding for the 1986-87 school year is \$150,000. One purpose of this program is to take teachers who are already employed and to provide them with the language-teaching background that will enable them to teach the Japanese language. This type of program combines cultural exchanges with staff development, and it could make a number of teachers of Japanese available in the state. The advantage of this approach is that teachers are already on staff and can, therefore, phase-in the language at little additional cost to the local school districts involved. The main questions relate to the quality of instruction possible with this approach and the difficulties of obtaining funding for the program.

A third area of discussion had to do with the so-called "interns" (teaching assistants) available through the International Internship Program and from the Foster Scholar Foundation. Both of these programs provide language or culture teaching assistants from Japan at no salary cost to the participating U.S. educational institution. In fact, the participating American school or

college must provide only a homestay situation for the intern along with part of the meal costs. The interns are expected to pay up to \$150 a month toward their support. The committee chairperson has requested that up to six such interns be made available to Wisconsin for the next academic year. However, schools that wish to participate soon must make a commitment to provide housing for the intern and to make a position available within the school structure.

A fourth area of activity involved the preparation of a grant proposal for "Utilizing Educational Opportunities to Promote Cultural Understanding." During 1987 and 1988, the plan calls for a two-week cultural exchange program consisting of English language and American culture for Japanese students and teachers, Japanese language and culture for Wisconsin students and teachers, one-on-one tutoring, field trips, a day with a host family, and sports activities designed to promote friendship and personal interaction. The program described above would take place in Eau Claire during the summer of 1987, while American students and teachers would have a comparable program in Miharu-machi, Fukushima, during the summer of 1988.

A fifth activity involved gaining permission to adapt a curriculum guide on Japan that had been produced by the Oklahoma State Department of Education in 1983. Permission has been granted to revise the bulletin so that it will be appropriate for use in Wisconsin, and we recommend that it be published by DPI as a special resource manual for teachers.

We further recommend that state, federal, and institutional moneys be made available to support the exchange program described above as well as other exchange programs aimed at high school students and high school teachers of Japanese language and culture.

Submitted by: Lloyd Joyal, Chairperson
Roger Frankowski
Frank Grittner

COMMITTEE REPORT 4: ESTABLISHING A SISTER STATE RELATIONSHIP

Since numerous goals and objectives have to be achieved in this council, the members felt that it would be easier, quicker, and more workable if we could establish a close tie with one of the prefectures in Japan and could more directly reach our goals. Educational, cultural, commercial, and industrial exchange programs are often more manageable by dealing with local rather than federal levels of government.

As of this date, American states already have 27 representative offices in Tokyo, and each state is eagerly seeking a stronger tie with Japan. Needless to say, Wisconsin is in a very competitive arena. Iowa is the latest entry in this promotional group. Iowa Governor Branstad, who is the youngest among the 50 state governors, succeeded in capturing the attention of the Japanese mass media when he attended the opening ceremony of the state's Tokyo office. Relating success stories of the N S K, Honda Parts, and Ajinomoto companies already operating in his state, he aggressively campaigned and promoted Iowa in Japan and received good national coverage from the Japanese media. Thus, it appears that Iowa has a better foothold than Wisconsin in Japan. Part of this success is due to the fact that Iowa has a sister prefecture - Yamanashi-Ken - and through this prefecture's help and advice and "Nemawashi" (laying out the groundwork and arrangements customarily done in Japan), Iowa now has a stronger hold in that country for whatever endeavor they choose to undertake.

Furthermore, other neighboring states - Michigan, Illinois, Minnesota, and Missouri - are already teamed up with their counterparts in Japan. Among them, Michigan is the most visible. Not only the State of Michigan but also many of its cities and towns have close ties in Japan. This concerted effort by the people of Michigan no doubt has enhanced ties with Japanese people, firms, organizations, and government offices.

Latecomer that we are, the State of Wisconsin should vigorously promote itself and make itself visible by having a partner in Japan. This will show that we are sincere and believe in what we are trying to achieve.

Activities of the Sister State Committee

The committee chairperson consulted with the officials of the Consulate General of Japan in Chicago in July 1986. At that time, we were strongly encouraged to proceed with the implementation of the prefecture ideas as early as possible.

Also, a reporter from *Asahi* newspaper of Tokyo expressed his view that this is the most tangible means of accomplishing Wisconsin's current aims without loss of valuable time and effort. His news article favoring Wisconsin's endeavors and undertakings appeared in the *Asahi* on September 10 and received national coverage.

On August 6, accordingly, the chairperson discussed the matter with State Superintendent Herbert J. Grover in his office. Subsequently, he was given the task of presenting the topic at the next Advisory Council meeting.

At the August 1986 council meeting, the topic was discussed at length, and the proposal was widely accepted and endorsed by all members. However, we agreed that we would refrain from an official search for a potential prefecture until we receive an official endorsement from the Wisconsin governor and from the state superintendent.

Further action will require some positive indications from the state. As soon as we hear something, we will begin our search for a prospective Japanese partner and will try to lay some groundwork so that officials from both sides can get together for this purpose in the near future.

An official letter of intent from the governor or his representative is needed in order to present our sister state proposal to a potential prefecture in Japan. We hope that even a preliminary "go" signal will be given to us as early as possible.

The sister state idea has been discussed with Dennis Horbinski of Forward Wisconsin. He has assured us of his organization's support. We also agreed that we would begin to move on the first steps toward achieving the goal as soon as possible.

Recommendation

We urge someone in official authority for the State of Wisconsin to proclaim the intent as early as possible so that we can begin to work toward the goal as stated under the auspices of the State of Wisconsin.

Submitted by: Yukio Itoh, Committee of One

**COMMITTEE REPORT 5:
CONCERNS AND NEEDS OF THE WISCONSIN BUSINESS COMMUNITY**

The mission of this committee was to determine what concerns and needs exist in the Wisconsin business community with respect to the Japanese and what concerns and needs exist among Japanese businesses coming to Wisconsin. To answer these questions, committee members interviewed representatives of the 28 Wisconsin businesses that have Japanese operations as well as representatives of the four Japanese companies that operate in Wisconsin.

Forward Wisconsin has reported that Japanese business people are unfamiliar with the good qualities of Wisconsin. Accordingly, the committee asked Wisconsin businesses with Japanese operations what they have done to improve the state's image. The committee began its work by requesting suggestions from Naoyoshi Ando, Marine Bank's representative in Tokyo. Ando shared his view of Wisconsin's business climate relative to the Japanese via facsimile, and his comments were studied in preparing the interview schedules (see Appendix E).

All committee members received drafts of the interview schedules formulated after the August 15, 1986, meeting. As responses were received, the instruments were revised. The Marine Bank Marketing Department, at the direction of subcommittee member Michael Straka, reviewed interview schedules to help ensure that they would yield reliable information.

In addition to the interviews, press releases were sent to the four international trade associations in Wisconsin, informing them of the committee's work and inviting input from the member businesses. Some of the council members also serve on the Wisconsin Japan America Council, which was formed at about the same time as the Superintendent's Advisory Council and which has similar goals to those of this committee (see Appendix G).

The committee's goal was to have all interviews completed by December 15, 1986, with a report compiled by January 31, 1987. Victor Okim assumed the duties of co-chairperson for the completion of the committee's work.

Submitted by: Kathleen A. Paris, Chairperson
Victor Okim, Co-Chairperson
Roger Axtell
Akira Funahashi
Dennis Horbinski
Robert Sorensen
J. Michael Straka

**COMMITTEE REPORT 6:
MEETING THE NEEDS OF CHILDREN OF JAPANESE CITIZENS**

This committee had researched the options and, as of August 15, 1986, had recommended a multi-phase program for meeting the needs of children of Japanese citizens. The basic program recommended using the same facility found useful by students with parents working at the Kikkoman Corporation. This was accomplished by busing the children from Walworth County to a Saturday school in Chicago.

The committee initially recommended that Wisconsin plan to establish a similar center patterned after the Chicago model. However, parents said that if this were done, the school would have to be as good as or better than the model from which it was adopted. The question of state aids for such a program was discussed at the Advisory Council meeting, but no final recommendations were reached as a result of that discussion.

The committee determined that, before any further steps could be taken, it would be necessary to contact the Chicago Futabakai Saturday School to determine if they had the capacity to accept additional students and if they would be willing to accommodate students from Wisconsin on an interim basis. The use of the Chicago school would end when the number of students in Wisconsin warranted establishing the recommended model program.

In order to answer various questions about the nature and availability of instruction in Chicago, a subcommittee consisting of Milton Neshek, Frank Grittner, and Lynda Strupp visited the school. Dr. Okano, director of the school, met with the subcommittee to discuss the various questions regarding how many students from Wisconsin could be accommodated and to consult with him on the requirements for establishing such a school in Wisconsin. Dr. Okano was extremely helpful and cooperative. Also, he offered his services to the advisory council if future consultations should be desired.

We agreed in writing that the Chicago Futabakai Japanese School will accept any number of students from Wisconsin. The only requirement is that the company which employs the Japanese parent must join the Chicago Japanese Chamber of Commerce. Therefore, we recommend that the multi-phase program be implemented and the first phase of this program be offered to any prospective Japanese companies that might choose southeastern Wisconsin as a business site. That is, students would be served by the Chicago Japanese school until such time as numbers would make a Wisconsin facility feasible.

Dr. Okano stated that there is no need to wait for teachers from Japan in order to set up a school of this type. It is possible instead to maintain the standards with teachers who are not necessarily certified by the Japan Ministry of Education. In fact, there are more than 40 Japanese Saturday schools in the country, and only ten have teachers from Japan. Wives of Japanese businessmen teach at the school in grades one through six, and graduate school students teach junior high students at the various schools. The Ministry of Education in Japan has set rules for Japanese language arts,

and it is possible to purchase the texts designed by the ministry to meet the requirements of Japanese schools.

Dr. Okano said that neither the Saturday school nor the full five-day per week Japanese school was the best approach. His suggestion for the ideal program for Japanese children planning to go back to Japan after staying several years in the United States would be to have a dual-language school. This would mean that children could attend American schools and could also be pulled out to attend some classes taught in Japanese by Japanese-trained teachers. The Japanese national curriculum, approved by the Ministry of Education in language arts, social studies, science, and mathematics, would be taught in Japanese. Three to four teachers from Japan, certified by the Ministry of Education, would be necessary to operate a program of this type. Also, as a supplement to this program, students would attend a Saturday school in which Japanese education would be emphasized.

Submitted by: Lynda Strupp, Chairperson
Yukio Itoh, Co-Chairperson
David Martin
Milton Neshek
Ray Rudzinski

APPENDIX A

CHARGE TO THE STATE SUPERINTENDENT'S ADVISORY COUNCIL ON JAPANESE LANGUAGE AND CULTURE

by

Herbert J. Grover
State Superintendent

There have been many advocates in this country for improved programs in foreign languages and international studies. However, our actions as a nation in this regard have not always matched our rhetoric. Two presidential commission reports and a host of other national reports on educational needs have emphasized the importance of developing foreign language proficiency. The most recent presidential report entitled, A Nation at Risk, included the following statement: "The study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's own native tongue, and serves the Nation's needs in commerce, diplomacy, defense and education."

In 1979, President Carter issued a report entitled Strength Through Wisdom: A Critique of U.S. Capability. It carried the subtitle, "A Report to the President from the President's Commission on Foreign Language and International Studies." One paragraph of that report contains many of the elements of my charge to you. I refer to the section that states:

The future will belong to nations that are wise as well as strong. This consideration underlines the absolute necessity to develop and maintain a first-class apparatus to enable Americans to cope with the changing world. To accomplish this, our report is addressed to federal, state, and local governments along with the many great institutions in the private sector that share responsibility for the vitality of education and research. It is addressed to the elementary and secondary schools which must lay the foundations; it is addressed to post-secondary and higher educational institutions, which produce and transmit knowledge and are charged with the training of experts; it is addressed to community programs that provide indispensable opportunities for citizens of all ages and walks of life to keep in touch with international realities; it is addressed to public and private employers whose obligation it is to make more efficient use of personnel with foreign language and international skills; and it is addressed to all public and private agencies, which must give higher priority to the support of activities that promote America's international competence.

The two reports cited above refer to national needs and to the improvement of language study in general. My charge to you has a more specific focus. It is directed toward those agencies and institutions within Wisconsin which have needs and responsibilities with respect to a major East Asian trade partner--Japan. I must add here that we as a state have made great progress in the general areas of foreign language and international education since the

publication of the 1979 Presidential Report mentioned above. Enrollments in the traditionally-taught foreign languages (French, German, Latin and Spanish) are at the highest point since World War I. And we have curriculum planning guides in foreign languages and social studies that are receiving recognition as exemplary publications from all parts of the country. Also, by 1988, all school districts in Wisconsin will be required by statute to provide access to the study of a foreign language in grades 9 through 12. Thus, while we need to continue to progress in these curricular areas, we also must face other realities.

One reality is that Japan is a nation with a gross national product that is second only to that of the United States. Another reality is that Japan has a large trade surplus in contrast to the trade deficit which currently exists in this country. A third reality is that virtually every Japanese child studies English as a foreign language while only a few dozen out of the 16,000 school districts in this country offer Japanese. Closer to home, only one Wisconsin high school--Milwaukee Riverside--offers instruction in the Japanese language, and not one Wisconsin institution of higher education has an approved program that is specifically designed to educate and certify teachers of the Japanese language. So the picture that emerges--which I found to be accurate during my recent study tour of Japanese schools--is that Japanese young people are learning a great deal about the language and culture of the United States. Few of our young people, on the other hand, are learning much about Japanese culture and almost no one is learning the language.

All of this leads inexorably toward a discussion of the connection between education and international trade and commerce. It is clear that public education is supported by tax dollars which, in turn, are generated through various kinds of business enterprise. Thus, a strong state economy strengthens education. Conversely, the more sophisticated, high-technology businesses tend to gravitate toward states which have a strong educational system; education strengthens business. This factor applies to domestic as well as foreign business firms. However, a current concern is to strengthen the state economy by attracting foreign business to the state. In the case of Japan, we are often confronted with a variety of problems relating to language and culture as well as to education. For example, Japanese business people who contemplate moving to a given state are concerned about the degree to which that state's environment is hospitable to them. This raises questions such as, "Will people in the host country understand and accept their behavior patterns?" "Can they find people who will communicate with them in Japanese?" Where there are children involved, Japanese parents have expressed deep concern about what will happen educationally. That is, will their children have an opportunity to progress educationally during their stay in America so that they will be able to compete with their Japanese peers upon returning home? These examples are illustrative of the complex nature of business and education in the modern, globally interdependent society.

Accordingly, I have appointed this Advisory Council so that it represents business, industry, legislative policy makers, teachers, school administrators, higher education, and specialists in Japanese language and culture. Generally, I charge the Council to search for answers to questions such as the following:

What can we do to establish effective Japanese language programs in Wisconsin high schools?

What other educational models--such as immersion schools--are feasible as a means of promoting fluency and literacy in Japanese?

How can we expand the teaching of Japanese history and culture in the schools?

How can we best provide for the educational needs of the children of Japanese citizens in Wisconsin?

How can we recruit and educate qualified teachers to perform the tasks listed above?

What emergency measures are required to certify teachers of Japanese until such time as approved programs are in place?

What is the availability and how can optimum use be made of professionals from Japan who can be obtained through various internship and exchange programs?

What resources are available from Asian Studies Programs in state institutions of higher education?

What are the concerns and needs of the Wisconsin business community with respect to the Japanese?

What financial resources are available from the Wisconsin business community for the support of Japanese language and culture programs?

The Advisory Council need not restrict its attention to only the above topics. It should feel free to identify other topics and problems in order to establish an effective and comprehensive agenda for its deliberations and recommendations.

I am asking that the Advisory Council consider the advantages, disadvantages, long-range results and fiscal implications of each recommendation it makes concerning the above topics as well as other topics that may be identified. The final report of the Advisory Council should contain a set of recommendations in priority order which relate to the improvement in knowledge of the Japanese culture and language in Wisconsin.

Advisory Council Membership

I have appointed this task force in the hope that it will represent a diverse cross-section of Japanese language and culture specialists, professional educational organizations, public school personnel, higher education and business and industry.

Paul Hassett, former President of the Wisconsin Association of Manufacturers and Commerce, has accepted my invitation to serve as the Chair.

As Advisory Council members, you will receive no honoraria or salary for time and services rendered. However, you will be reimbursed under current reimbursement provisions for state employees for any expenses you incur as a result of performing duties related to this task force.

Meetings

The Advisory Council will meet at the call of the Chair. It is estimated that the work of the Advisory Council would be completed within a year and that the Council would be convened from four to six times during that time span.

Advisory Council Resources and Staff

Staff for the Council will work under the direction of John Benson. Staff will be drawn from the DPI and will include:

A liaison person, Dr. Frank Grittner, State Supervisor of Foreign Language Education, who will assist the Chair in carrying out the functions of the Council.

Other DPI professional personnel whose areas of expertise are relevant to the work of the Council.

DPI secretarial and clerical staff assistance will be assigned and utilized as needed.

Time Frames

The Advisory Council is asked to complete its work by April 30, 1987. A progress report based on Council proceedings and data gathering should be made to me not later than November 30, 1986. It should address the following questions:

What is the current status of the development of programs for the teaching of Japanese language and culture in Wisconsin?

What progress has been made toward the development of teacher education programs for the Japanese language?

What contacts have been made with people in the business community and what is the nature of their responses?

What information is available?

Is the timeline workable and are resources adequate?

Following the progress report and as additional data become available, the Council should continue to develop the information base needed to perform its task. However, during this time span, the emphasis of the Council should shift to (a) prioritization of topics and (b) formulation of recommendations. The recommendations to me should include matters relating to possible legislation, rule changes, cooperative interagency relationships which might contribute to

the realization of the recommendations, program goals and other matters that are pertinent to the overall charge.

As a nation and as a state, we are no longer in a situation where isolationism makes sense. For all nations to prosper, there must be a balance of trade between them. We presently have a trade gap which is debilitating economically to the state and the nation. Steps must be taken to close that gap. As Congressman Paul Simon of Illinois stated in his book The Tongue-Tied American, "One of those steps is to start speaking with the rest of the world, developing a generation of business leaders who understand that it is essential to have knowledge of another culture and of another language and who follow through by acquiring that knowledge or by securing key personnel with that knowledge." It is my hope that this Advisory Council will point the way to accomplishing this goal with regard to the language and culture of Japan. The contribution of your time and talent to this Council is an investment in the future of Wisconsin for all of its citizens. I look forward to your findings and recommendations.

APPENDIX B

LAW OFFICES

GODFREY, PFEIL & NESHEK, S. C.

THOS G. GODFREY
MILTON E. NESHEK
HARRY F. WORTH, JR.
ROBERT C. LEIBSLE
ROBERT V. CONOVER
KIM A. HOWARTH
THOMAS R. NESHEK
LISLE W. BLACKBOURN

THE GODFREY BUILDING
POST OFFICE BOX 291

ELKHORN, WISCONSIN 53121-0291

TELEPHONE 414-723-3220

(ALFRED L. GODFREY 1888-1970)

OF COUNSEL
RICHARD H. PFEIL

MAGDALENA Z. WEGNER
LAURA E. SCHUETT

November 13, 1986

State of Wisconsin
Department of Public Instruction
Box 7841
Madison, Wisconsin 53707

Attention: Mr. Frank M. Grittner, Supervisor
Second Language Education

Dear Mr. Grittner:

I am writing this letter concerning the Japanese language studies in Wisconsin high schools.

At a recent meeting with the officers of the Kikkoman Corporation, a discussion was had on the new proposed program of teaching Japanese in our Wisconsin high schools. Mr. Yuzaburo Mogi, First Executive Vice President of Kikkoman Foods, Inc., strongly spoke in favor of this program. He felt that the eventual result would be better communication between Japanese and American workers in the Japanese-owned plants. He also felt it would lead to more efficient management and operation of the plant and would eliminate communication misunderstandings which many times result in confusion and raise problems in the plant operation. He strongly suggested that, if the program is offered in any of the high schools in the Walworth area, the American workers at the plant enroll in these courses. I know that the Madison program now has three adults enrolled in the Japanese language studies, so I assume there is no problem in adult attendance.

I thought it would be interesting and helpful for you to know the views of the officers and managers at the Kikkoman plant in Wisconsin.

Very truly yours,

GODFREY, PFEIL & NESHEK, S.C.

By: *Milton E. Neshek*
Milton E. Neshek

MEN:jmh

APPENDIX C

MINUTES OF ADVISORY COUNCIL MEETINGS

State Superintendent's Advisory Council for Japanese Language and Culture

Friday, June 20, 1986

Sheraton Inn, Madison

Council Members Present: Paul Hassett, Chairperson; Cal Potter, Robert Jauch, Naomi McGloin, Sally Henshaw, Lloyd Joyal, Yukio Itoh, Diane Gulbranson, Milton Neshek, Victor Okim, Lynda Strupp, Michael Straka, Robert Sorensen, Kathleen Paris, Lee McMurrin, Roger Frankowski, Ray Rudzinski

Council Member Absent: Vernon Lattin

Others Present: Esther Albright representing Carol Albright, Arthur Rumpf, Hiro Toyota, Dennis Horbinski

DPI Personnel Present: Frank Grittner, Janet Haas, Neldine Nichols

Council Chairperson Paul Hassett called the meeting to order at 9:15 a.m. on Friday, June 20, 1986. The first order of business was to go around the table and have council members introduce themselves and tell why they are interested in this particular area. Chairperson Hassett then reviewed the agenda for the day indicating that the items on the bottom should be considered as possible subcommittees of the council, and he hoped the members would indicate their preference of subcommittee before the end of the meeting. At this time a group photo was taken.

The next order of business was the videotape presentation by Dr. Grover giving the charge to the committee. A printed text of Dr. Grover's message was included in the informational packet given to each council member.

Dennis Horbinski, vice-president of Forward Wisconsin, gave a presentation entitled "Economic Development and the Japanese." He indicated that it has been a dream of his for almost two years to have a committee like this to promote Japanese language and culture in Wisconsin. Forward Wisconsin is on a collision course with this council. A couple of months ago they started a council on Japan, which was about the same time State Superintendent Grover went to Japan. Mr. Horbinski indicated that he is very happy to see this council happen. We know we have to educate the Japanese students and we have to educate our people about the Japanese culture.

Forward Wisconsin is a cooperative program with the Wisconsin Department of Development, and its main charge is to attract business domestically. We need a centralization network. We need a clearinghouse, a place where people can dial a number to get the most current information on all kinds of information. Ted Robinson is the representative of Forward Wisconsin in

Japan. He is presently in Japan working on "hot prospects"--both large and small companies.

Lee McMurrin, Milwaukee superintendent of schools, gave the council members the public school perspective on Japanese studies. He introduced Art Rumpf, curriculum specialist for the Milwaukee Public Schools. McMurrin distributed several handouts to the participants and asked them to especially note the outline of the Milwaukee Public Schools report which summarized his presentation.

Milwaukee has established a good relationship with the Ministry of Education in Japan. They have had several staff members, including McMurrin and Rumpf, visit Japan. The Japanese are very interested in Milwaukee's specialty schools and have been visiting Milwaukee since 1981 in groups of about 20. Milwaukee has a sister school arrangement between Vincent High School and Hodogaya High School in Yokohama. Teaching about Japan in Milwaukee's seventh-grade social studies program has been initiated on a citywide basis. There are now plans to expand the Japanese language program at Riverside High School from the current two-year program to a third year in 1986 and a fourth year in 1987.

The Milwaukee Public Schools has a total immersion program for German, French, and Spanish. They begin the program with four-year-old children at the pre-kindergarten level, and only that foreign language is spoken. They would like to start one in the Japanese language and are planning to do so in the fall of 1988.

The Milwaukee Public Schools would be happy to share the experience of their staff with the council and would be especially interested in establishing a "school-within-a-school," which would enable Japanese teachers from the Ministry of Education to implement the Japanese national curriculum. At the same time, the Japanese students could be integrated into a Wisconsin public school system.

Preliminary planning is now underway for educational reciprocity -- how Japanese and American educators can learn from one another. This would enable us to address ways to help American students better understand Japan and the Japanese language, and it would also address the educational needs of the children of Japanese who reside in Wisconsin for extended periods of time.

Michael Straka asked McMurrin what would be the number of students that would be needed for the "school-within-a-school" program to be feasible. McMurrin indicated the ideal would 100 to several hundred students. However, they could organize a program for as few as 25.

Sally Henshaw indicated that the committee could contact the school system in Bloomington, Illinois. They have been teaching the Japanese language and culture and are expecting 400 Japanese families to move into the area this summer.

Victor Okim indicated that if there are enough students the Japanese Embassy, through the Japanese Ministry of Education, would be happy to set up schools like they have done in New York, Chicago, and Los Angeles.

Bob Jauch informed the council that Northland College in Ashland has signed a sister agreement with Osaka school, and 33 Japanese students are coming to Northland this summer. Northland will provide dormitory space and a concentrated English language program over the summer, hoping to attract them to stay in Northland or the area to attend school in their junior or senior year.

Sally Henshaw expressed the following concern. They have been giving workshops for K-12 teachers, and businesspeople are invited, too. Their concern is that there is no continuity about what is taught on all cultures in the public schools in Wisconsin. Some schools do not even teach about Japan, China, or any of the Asian cultures. She thinks the state superintendent should address this problem. Art Rumpf indicated that this problem should be corrected with the new social studies curriculum guide, which has recently been completed by the Department of Public Instruction with the assistance of a statewide committee.

After a short break, Cal Potter showed slides of the recent trip he, Paul Hassett, and Grover took to Japan. This trip was in connection with the Japan America Friendship Society and was sponsored by the Council of Chief State School Officers.

Milton Neshek, general counsel of Kikkoman Foods, gave a presentation entitled, "Business Implications of Japanese Studies." He indicated there is a twofold problem or two objectives to meet: (1) Japanese language and culture for American students, for our own students, and (2) How can we serve the children of Japanese workers so these children maintain their educational proficiency during their stay in this country?

He described the practical approach that Kikkoman took. Kikkoman is the first wholly owned Japanese manufacturing company in the United States. It was experimental and considered revolutionary 15 years ago. They manufacture soy sauce. Soy sauce consumption in Japan was 1.7 million gallons in 1973 and 8 million gallons in 1986. That figures to a per capita consumption of 3½ gallons. In the United States when they started, per capita consumption of Americans was 1 tsp. per year. It is now up to 2½ tablespoons per year.

Kikkoman has 80 employees. Presently eight are Japanese. They have ten K-12 children. At one time, they had up to 16 students. The objective of the Japanese at Kikkoman is to teach Americans how to run the plant. The Japanese are basically the middle and top managers.

The concern identified here today is how can these children compete when they get back to Japan. The system of higher education in Japan is not what it is in this country. In Japan, there is a very limited number of students who get into their universities. The greatest fear of the Japanese worker is will their child lose out on a position in the university by living in the U.S. for an extended period of time. Kikkoman limits their employees to a stay of only five years.

Neshek met with the Japanese employees of Kikkoman to prepare for the meeting today. For whatever program we might institute, we have to insure that it has the absolute acceptability of the Japanese people who are going to

be using it. If we put in a program they will not accept, we will lose a lot of face and stature, and it will be a complete failure.

At present, Kikkoman students attend school in Lake Geneva, Elkhorn, Delavan, and Walworth. To supplement their schooling, on Saturdays they get up at the crack of dawn, drive by bus to Chicago, and attend the Chicago Saturday Japanese School, which runs from 9:00 a.m. to 4:00 p.m. This is a Japanese school and is staffed by Japanese teachers authorized and certified by the Minister of Education in Japan. They have programs for every grade from kindergarten through eighth grade. When they get into high school, the program is structured somewhat like our college system. They have prep courses for children going to Japanese schools and prep courses for Japanese students who choose to go to American universities. This is a year-round school. The students are given homework relating to the Japanese school curriculum, which they do every night, Saturday, and Sunday. It is totally a Japanese school.

This has been very, very successful with the two-track system between Chicago and the local schools. The children of the Kikkoman employees have been able to successfully compete, and they score as well or better on their exams. A few years ago, one of the Wisconsin Japanese students was the number one math student. The parents pay tuition of \$1,200 per year per student at the Chicago school. Kikkoman supplies the bus.

Neshek asked the Japanese Kikkoman employees what their attitude would be if Wisconsin set up a school. They answered that the school would have to be of the same type of profile as the Chicago Saturday school -- Japanese teachers certified by the Japanese Minister of Education and Japanese courses -- everything they would be receiving in Japan.

He then asked if they would be reluctant to change from the Chicago Saturday school to a Wisconsin program. The answer was yes. However, if the Wisconsin program was as good as or better than the Chicago Saturday School, that would be fine.

We could recruit, based on the Kikkoman experience, probably for the south-east portion of the state anywhere within 70-80 miles of Chicago. It would be very difficult on a statewide basis to sell a program like this in sparsely populated areas of Wisconsin. If anything is done in Wisconsin with a quality type of program, it would have to be concentrated in our large metropolitan areas. We can't do it without an adequate number of students.

Neshek indicated there is tremendous public pressure growing in Japan to expand the higher educational opportunities. They marvel at our higher education system. Lloyd Joyal indicated that once a Japanese teacher gets a job, they stay there for life usually. They don't have inservice opportunities. There are many Japanese teachers who would like to come here, but they would have to resign and then go back and reapply and start at the bottom again. There is a movement to restructure this into having the districts hire them back after they have received further training.

Neshek asked the Japanese parents how they would view the other aspect of Japanese language and culture studies for our students. They reacted with a very positive response. It would certainly enhance our ability to trade with

Japan, because many of our Wisconsin industries don't have the skills to go over to Japan and trade.

Each of the wives of the Japanese Kikkoman employees was assigned an American counterpart from the community. This American counterpart served not only as a friend but as a helper to show them how to shop, how to drive cars, and some other things the Japanese men didn't particularly like. The Japanese also had to change and learn our culture. The American women also taught the Japanese wives English using the Lauback system.

Dennis Horbinski said that once we get this information and catalog it, we can make a commitment and implement it. There is a widespread interest around the state in Japanese business, and it may be in Green Bay or Eau Claire as well as Milwaukee or Racine. This program should be flexible enough to have a program in other areas.

Kathleen Paris indicated that we are in the communication age, with a tremendous educational TV system. If we limit the program to the big areas, we will lose out. She suggested we should consider using public TV. It wouldn't replace the Saturday school, but it could supplement it. Perhaps the council should have someone from WHA or ECB as a member. Art Rumpf remarked that with the technology of the video cassette, we didn't necessarily need public TV.

Horbinski reiterated the flexibility of this program is so important. We don't tell the Japanese where to settle.

Yukio Itoh gave the council members a brief history of the Japanese school in Chicago. He feels that if we are to accept the Japanese, we must give them a good education -- a good American education. First have them learn good English, and then they could go to the Chicago school if they want.

Lynda Strupp gave the council a report entitled, "Japanese Students in the American School: The Problem of Keeping Up." The problem of education depends on how long the Japanese children will stay here. If it is only a year or two, they can go to the American school and they wouldn't be too far behind when they returned to Japan. She indicated the Minister of Education in Japan will provide teachers for Japanese working in the U.S.

Strupp spoke with Japanese people in Milwaukee and found out that there are many Japanese wives looking for part-time work who would be willing to be part-time teachers for these students.

She feels that Japanese students need to be placed in the advanced schools and classes when they are in this country and that they should still attend the Saturday school. We need to emphasize how good an education system Wisconsin has to offer. This is very important to the Japanese people. Emphasis should also be given to the experience gained by Japanese students living in this country. She agreed with Itoh that it would be impossible for Wisconsin to have a total package that would keep the students up to date with students in Japan.

Diane Gulbranson feels that it is a question of time -- the age level of the Japanese students when they come here. If they are juniors or seniors in high

school, it is impossible for us to provide the kind of education they would receive in Japan. If the children are younger, they can go back and catch up.

Dennis Horbinski indicated we have come a long way in a year. We are becoming a world economy. If Wisconsin is to survive, we have to get in the world economic competition. This is a unique opportunity. We have a very short time to take advantage of this. We have to be prepared to make a commitment. The urgency is there.

Paul Hassett asked the council members to let him know their subcommittee preference either today or early next week. The members were also asked to send him any observations they might have regarding the work of the council.

The date for the next meeting was set for Friday, August 15, 1986. The location will be announced shortly before that date.

The meeting adjourned at 12:15 p.m.

State Superintendent's Advisory Council for Japanese Language and Culture

Friday, August 15, 1986

Sheraton Inn, Madison

Council Members Present: Paul Hassett, Chairperson; Kathleen Paris, Victor Okim, J. Michael Straka, Robert Sorensen, Akira Funahashi, Yukio Itoh, Lynda Strupp, Milton Neshek, Ray Rudzinski, David Martin, Sally Henshaw, Naomi McGloin, Diane Gulbranson, Carol Albright, Cal Potter, Lloyd Joyal, Roger Frankowski, Hiroyuki Toyota, Yoshikuni Yamamoto

Council Members Absent: Roger Axtell, Lee McMurrin, Robert Jauch

Others Present: Art Rumpf representing Lee McMurrin, Dennis Horbinski

DPI Personnel Present: Herbert J. Grover, Frank Grittner, Mike Hartoonian, Arnold Chandler, Janet Haas

The first hour and a half of the morning was devoted to subcommittee meetings. State Superintendent Grover was in attendance during these subcommittee meetings and spoke individually to the members of the advisory council.

The total council convened at 10:30 a.m. with all members introducing themselves. Chairperson Hassett then reviewed the agenda for the rest of the day. The first report was given by the subcommittee on "Expanding Instruction in Japanese History and Culture," which was chaired by Cal Potter. He distributed a memo to council members which summarized the activities of this subcommittee. The legislation for teaching and learning about Japan can be found in sections 118.01 and 118.33 of the Wisconsin statutes. One objective of this subcommittee will be to inform people of what we are attempting to do and to solicit from them what they are doing in regard to Japanese language and culture. Specific activities were listed in the subcommittee's handout.

Representative Cal Potter also indicated that the Department of Public Instruction has recently published a new curriculum guide in the area of social studies. He called on Mike Hartoonian to elaborate on the contents of the guide. Hartoonian told the council that one of the important strands running through the new guide is the emphasis on global education at all grade levels. He went on to explain the Danforth Project on International Studies. The Danforth Foundation grants \$70,000-100,000 through DPI to the UW-System, attempting to identify several school districts in the state who are interested in international and global studies. All districts currently participating in the project are listed in the subcommittee's report. In virtually all of these Danforth projects, specific interest in the study of Japan has been indicated.

Cal Potter reiterated that the emphasis of the subcommittee is trying to expose Wisconsin students to Japanese history and culture. It does not get into the area of addressing Japanese students because they felt that other subcommittees would do that.

The subcommittee on "Expanding Instruction in Japanese History and Culture" would like to see a publication, a clearinghouse, on all of the materials on Japanese language and culture that are available in Wisconsin and other states. Washington and Indiana are noted for their programs. Several council members gave examples of materials they know exist in the state. Representative Potter asked the council members to submit to him in writing materials they know are available which can be included in their report.

Report No. 2 was given by the subcommittee on "Meeting the Needs of Children of Japanese Citizens." Lynda Strupp, subcommittee chair, indicated that the best recommendation they have for meeting the needs of Japanese children is by providing the best education for them while they are here in Wisconsin. The program would have to be a multi-phase program, which would start off as the one they now have at Kikkoman with the students attending schools in Wisconsin and then commuting on Saturday to Chicago. Wisconsin could establish a center similar to the one in Chicago, but it would have to be as good or better to be accepted by the Japanese. The subcommittee felt that the State of Wisconsin should offer some sort of state aids to the families who are sending their children to the Chicago Saturday school. Aid would be in the form of tuition and transportation costs. Presently, the students are paying \$1,200 a year to attend the Chicago school.

Potter cautioned the council that at this time you have to be very careful about the creation of new legislative programs. He informed them of the bilingual program in Wisconsin where the state will provide up to 70 percent of the funding for a district's bilingual program. He feels that it would be better to amend the existing law to include Japanese education than to create a new program.

Milton Neshek stated that Forward Wisconsin has been actively involved in recruiting California Japanese businesspeople. In their March meeting, the Japanese indicated that one of the primary concerns of Japanese industrialists was what kind of educational facilities were available for their children when they came to the United States. Could their students keep up when they returned? Could the Japanese students compete in their highly competitive college entrance system? It became evident that this issue had to be addressed. If we are going to be successful, we need to answer these questions. As an interim measure, the subcommittee thought that some kind of system could be worked out through state aids for support of tuition and transportation costs. We feel this is the starting point. This solution, however, will limit Japanese business expansion to the southeast Wisconsin area because of the Chicago Saturday school. However, before any of this can be accomplished, it is suggested that the DPI contact the Chicago Saturday school to see if they are able to accept more students in their program.

Akira Funahashi wanted the minutes to show that he objects to the use of Wisconsin taxpayer money to pay for tuition and transportation for Japanese children. He suggested that the employers of the Japanese citizens should take care of these costs.

The next report was from the subcommittee on "Internships and Exchange Programs with Japan," with Lloyd Joyal as chairperson. Joyal distributed

various pieces of informational items that this subcommittee has gathered to date.

Joyal discussed the international internship program, where Japanese apply to this program and come to the U.S. and are placed in various states around the nation and Canada. These people are interested in learning about American education and culture through living with host families and attending U.S. schools. This program has been quite successful.

Diane Gulbranson indicated that there is a need for a clearinghouse to be set up where names of people who are interested in being host families would be listed. She has had a problem in finding long-term host families. Robert Sorensen informed the group that the Rotary runs a very good program for home stays. Other service clubs might also be interested in this.

After the lunch break, the meeting was reconvened by Frank Grittner, acting as chairperson in the absence of Hassett. Lloyd Joyal finished the report of his subcommittee at this time. He distributed information on opportunities for teaching in Japan and home stay opportunities. The information on home stays is what Eau Claire provides to Japanese businesspeople coming to live there.

Kathleen Paris, chairperson of the subcommittee on "Concerns and Needs of the Wisconsin Business Community," gave a report on the activities of that subcommittee to date. They have set up a two-prong work project for themselves. The first area is to determine the needs and concerns of the Wisconsin business community with respect to the Japanese and second to determine the concerns of the Japanese. Subcommittee members will survey Japanese company representatives in the state and also some in the Chicago area. They are now developing a set of questions that will be asked. The subcommittee hopes to contact approximately 30 businesses. They hope to have their schedule ready to go by September 15. Michael Straka has volunteered the Marine Bank marketing department to assist the subcommittee. They hope to have a resource book which can be used both for American businesses who want to get involved in Japanese business and also for Japanese businesses wishing to come here. Dennis Horbinski of Forward Wisconsin is pulling together this book. If any council members have specific questions they want included in the survey, Paris would appreciate receiving them in the near future.

The report of the subcommittee on "Establishing Japanese Language Programs in the Schools" was given by Sally Henshaw, chairperson. She indicated that UW-Madison is the only degree-granting institution in Wisconsin that has a total Japanese program -- B.A., M.A., and Ph.D. Henshaw listed the following as her subcommittee's recommendations: (1) Establish an approved program for DPI teacher certification. (2) Have the DPI contact schools that are already teaching Japanese language and culture to determine what texts and materials are being used so we can benefit by their experience. (3) Advertise the need for teachers of Japanese language. (4) DPI should contact schools regarding the possibility of establishing a Japanese program in their school. (5) The subcommittee believes that qualified professors of Japanese should evaluate teachers at the middle and high school levels. (6) Teachers of Japanese should come together as a group to discuss their ideas, materials, and concerns. (7) Acquire funding for needed Japanese language and culture

programs. (8) Certify all language teachers who want to learn to teach another language.

The next item of business was considering a sister state proposal. Frank Grittner indicated it would help the purposes of this committee and the State of Wisconsin if we had a sister state agreement with a prefecture in Japan. He called on Yukio Itoh to say a few words about this proposal.

In July, a Japanese reporter came to interview Itoh. The two of them came and met with Grover. Through this meeting and one with Dennis Horbinski, it was determined that we should try to set up this arrangement. At the present time, Michigan and Indiana have sister state agreements with Japan. Illinois does not. However, Chicago and Osaka are sister cities.

Itoh indicated that setting up a state-to-prefecture arrangement is a big task, but it can be done if we are sincerely interested in doing it. It takes a lot of political maneuvering. It is easier to deal with a prefecture in setting up a sister state proposal than it is in dealing with the Ministry of Education.

The first step in setting up this arrangement would be to obtain a commitment from the State of Wisconsin. Cal Potter indicated that he, Grover, and Paul Hassett would be willing to see the governor and express the council's interest in setting up this proposal. Once the governor's approval has been received, serious consideration can be given to selecting the appropriate prefecture that meets Wisconsin needs.

After unanimous approval was given by council members to establishing a sister state agreement, ideas were discussed on how to proceed. Yoshikuni Yamamoto is willing to work in Japan on this council project, if he is given some title and a specific assignment. Cal Potter feels we should let Forward Wisconsin take the lead in selecting the sister state and then build on that relationship after the sister state is established. Itoh asked the members of the council with contacts in Japan to contact him for further discussion.

The next council meeting date is established as Friday, November 14, 1986.

The meeting was adjourned at 2:35 p.m.

State Superintendent's Advisory Council for Japanese Language and Culture

Wednesday, November 12, 1986

Heritage House, Madison

Council Members Present: Paul Hassett, Chairperson; Carol Albright, Roger Axtell, Akira Funahashi, Sally Henshaw, Yukio Itoh, Naomi McGloin, David Martin, Victor Okim, Kathleen Paris, Calvin Potter, Ray Rudzinski, Robert Sorensen, Lynda Strupp, Andrew Jolin, Akira Miura, Arthur Rumpf, Yoshikuni Yamamoto

Council Members Absent: Roger Frankowski, Diane Gulbranson, Robert Jauch, Lloyd Joyal, Lee McMurrin, Milton Neshek, Michael Straka, Dennis Horbinski, Helena Anderson Curtain, Hiroyuki Toyota

DPI Personnel Present: Frank Grittner, Mike Hartoonian, Janet Haas

Chairperson Paul Hassett convened the advisory council meeting at 9:30 a.m. Since there were several new members present, all council members introduced themselves. The first order of business was to approve the minutes of the August 15 meeting. A motion was made by Carol Albright and seconded by Akira Funahashi for approval. Motion carried unanimously.

Frank Grittner distributed the rough draft of the council's preliminary report. He indicated that the format used in DPI for this type of report lists the recommendations early on in the report instead of at the end. Frank asked each council member to check the page listing their names and affiliations and to get any changes to him as soon as possible.

Discussion centered on the Kanji illustrated on the cover of the preliminary report. The consensus of the group was that this particular Kanji was not quite appropriate. Several council members will try to find something more suitable.

On the introduction page of the report, the council decided to change the third crossed statement from expansion to enhancing; thus, making the third statement read:

- Enhancing the teaching of Japanese history and culture in Wisconsin schools.

There was also discussion about the last two crossed statements and it was ultimately decided that the two statements be incorporated into one to read:

- Addressing the needs of the Wisconsin business community with respect to Japanese education, language, and culture.

Kathleen Paris, chairperson of the committee on "Concerns and Needs of the Wisconsin Business Community," distributed a copy of their preliminary report. This committee is looking at the concerns and needs of the Wisconsin business community with respect to the Japanese and the concerns and needs

of Japanese businesses coming to Wisconsin. That is a change from their baseline -- they had started out looking at Wisconsin firms only. The final draft of the committee's interview form is now ready, and they have their interview schedule in place and plan to have them completed by December 15, with their final report done in January.

Mike Straka contacted the Marine Bank representative in Toyko for ideas on what we are doing. In this response, Mr. Ando indicated the Japanese people have a good feeling about Wisconsin. He feels Wisconsin should have an attractive promotional brochure and that it should be edited and put together in Japan. Victor Okim informed the council that the Department of Development has a publication on Wisconsin done in Japanese which he feels is pretty good. He would be willing to secure copies for the council members.

Victor Okim has agreed to take over as co-chairperson of this committee in Kathleen's absence for the next few months.

The report of the committee on "Meeting the Needs of Children of Japanese Citizens," was presented by Lynda Strupp. She indicated that Forward Wisconsin has an information packet available. She will get copies for council members. Forward Wisconsin is now developing a resource book which answers simple questions like where to shop, where to find a doctor, etc.

Strupp indicated that she, Milton Neshek, and Frank Grittner went to visit the Chicago Futabakai Saturday School to see if they could meet the needs of additional students from Wisconsin. The director of the school indicated they would accept any number of students from Wisconsin as long as the companies who employ the parents join the Chicago Japanese Chamber of Commerce.

The committee feels it is important that Wisconsin establish its own school when the number of students warrants it (specific requirements will be listed in the committee report). The director of the Saturday school indicated that there is no need to wait for teachers from the Japanese Ministry of Education to establish a school in Wisconsin. There are 40 Japanese Saturday schools in the United States, and only ten have teachers from Japan. Many wives of Japanese businessmen teach at these schools. Wisconsin would have to provide the physical location for the school. Lee McMurrin, superintendent of the Milwaukee Public Schools, had indicated at the first council meeting that he would be willing to set up the school in his district. Various forms of funding the school were explored, including modifying the existing law providing for the instruction of students under the English as a second language law.

The report of the committee, "Establishing Japanese Language Programs in the Schools," was given by Chairperson Sally Henshaw. She read each of the committee's recommendations included in their report and commented on the progress that has been made in each area. She reported to the council that she is in the process of developing an approved teacher education program for the teaching of Japanese at UW-Madison. Since an initial position as a Japanese teacher would probably be part-time, it was suggested that prospective Japanese teachers be encouraged to have an additional major or minor in another area of teaching. An example of this would be a teacher who is certified to teach both Japanese and Spanish. The optimum time to offer

these courses for recertification of current teachers would be in the evening or summer to accommodate those teachers now teaching full time.

Cal Potter indicated that since Wisconsin presently has 68 school districts that do not offer any foreign language program, they should be encouraged by DPI to offer Japanese in order to meet the new standard which states that all school districts must offer a foreign language program beginning with the 1988 school year. This suggestion could be added as an additional recommendation to the committee report.

Naomi McGloin informed the council that there is growing interest in the Japanese language at UW-Madison. This year they had to turn away potential students due to filled class sections. Bob Sorensen reported that foreign language is taught at VTAE schools. This is a growing area for them, too. He has alerted his people that the pressure will be coming for increased language training opportunities.

Potter reported on the actions taken by the committee on "Enhancing Instruction in Japanese History and Culture." He gave a brief background of the importance of learning about Japan in the context of world/global history and culture. The council was made aware of the various articles placed in recent statewide educational publications on Japanese language and culture and what our council activities are to date. Potter went over the report page-by-page. It was felt that under the curriculum development section, a point should be added as to what the VTAE can offer. Bob Sorensen will give the committee a list of what they have available.

After the lunch break, Chairperson Hassett passed around a copy of Roger Axtell's book, *Do's and Taboos Around the World*, both the version in English and the one in Japanese. Roger gave a brief overview of the contents of the book.

In the absence of Lloyd Joyal, chairperson of the committee on "Internships and Exchange Programs with Japan," Frank Grittner distributed their preliminary report and gave a brief explanation of its contents. He indicated that one of the products of this committee was the DPI publication, "High School Student Exchange Programs In Japan: A Guide for Local School Districts."

The Oklahoma State Department of Education has a Japan curriculum guide, which they published in 1983. We have received their permission to "Wisconsinize" this guide to fit the needs of our state. Joyal will fill us in on this material at a later meeting.

Yukio Itoh, chairperson of the "Considering a Sister State Proposal" committee, distributed his preliminary report. He indicated that this was a progress report. There will be no results until the current political situation in Wisconsin becomes clear. In order to continue the pursuit of a sister state agreement, we need something official from the State of Wisconsin.

Roger Axtell indicated that we have three possible allies in this endeavor: (1) The Japanese ambassador who was in Wisconsin recently. (2) The Bureau for International Development in the state Department of Development. This

would be the official agency to nurture this idea. (3) The Governor's Advisory Committee on International Trade.

It was moved by Victor Okim to ask Axtell and Itoh to work with the Department of Development, Bureau of International Development, to come up with a joint recommendation for the sister state status. The motion was seconded by Carol Albright. Motion carried unanimously.

The official "Milwaukee Public Schools Report" was given by Lee McMurrin at the initial council meeting. Art Rumpf, of the Milwaukee Public Schools, informed the council of the various activities that are currently underway in the Milwaukee Public Schools. He indicated that the teaching of Japanese will probably be started in two of their middle schools next fall.

Frank Grittner will now put together a final report, which will be in a uniform format. A lengthy discussion ensued as to how to list the recommendations at the beginning of the report. It was finally decided to keep all committee reports intact and give the top recommendations of each at the beginning of the report.

The purpose of the next meeting of the council will be the polishing of the final report and to conclude the activities of the council. The next meeting date was tentatively set as Friday, January 9, 1987. The date may be subject to change depending upon the availability of council members and when the state budget will be presented to the legislature.

The meeting adjourned at 1:20 p.m.

State Superintendent's Advisory Council for Japanese Language and Culture

Friday, January 9, 1987

Sheraton Inn, Madison

Council Members Present: Paul Hassett, Chairperson; Carol Albright, Roger Axtell, Roger Frankowski, Akira Funahashi, Diane Gulbranson, Sally Henshaw, Yukio Itoh, Robert Jauch, Lloyd Joyal, David Martin, Naomi McGloin, Lee McMurrin, Victor Okim, Calvin Potter, Ray Rudzinski, Robert Sorensen, Michael Straka, Lynda Strupp, Dennis Horbinski, Hiroyuki Toyota, Akira Miura, Arthur Rumpf

Council Members Absent: Milton Neshek, Kathleen Paris, Yoshikuni Yamamoto, Andrew Jolin, Helena Anderson Curtain

DPI Personnel Present: Herbert Grover, Frank Grittner, Mike Hartoonian, Janet Haas

Chairperson Paul Hassett convened the advisory council meeting at 9:15 a.m. He noted the articles that have recently been appearing in various newspapers nationwide. The first order of business was to approve the minutes of the November 12 meeting. A motion was made by Lee McMurrin and seconded by Yukio Itoh for approval. Motion carried unanimously.

Hassett informed the members that State Superintendent Grover would like the advisory council's final report as soon as possible. Frank Grittner distributed the preliminary draft of the report and commented on its format. He indicated that at today's meeting we would be making additions, deletions, or any other corrections that would be needed for the final draft. All corrections are due in to Grittner by Friday, January 16.

Naomi McGloin inquired as to why the recommendations at the front of the report were listed in that particular order. She felt they should be listed in the same order they are in in the charge to the council. It was the consensus of the council to rearrange them in that order.

At this point, the council members broke into their respective committees to review their sections of the report. Grover met with each individual committee during this time.

Grover expressed his appreciation to the council members for their contribution to this important issue. He indicated this is a good time for the report to come out, with all the recent publicity. He assured the members that he will work with the legislature and the governor for implementation of the council's recommendations.

Victor Okim, co-chairperson of the "Concerns and Needs of the Wisconsin Business Community" committee, summarized the highlights of their recommendations as found on page 11 of the draft report. He also indicated there were a few word changes the committee wanted made and he would give all changes to Grittner. The committee also wanted to add another recommenda-

tion be in regard to the VTAE System providing Japanese courses and seminars for business and industry.

Mike Straka told the council about the Japanese company that had recently bought a subsidiary of Pabst Brewing. The wives of these businessmen applied for and were accepted at the Milwaukee Area Technical College to take an English course. They were not accepted as Wisconsin residents and were told they had to pay full tuition. Robert Sorensen indicated he would check into the situation and propose legislation, if necessary, which would alleviate such situations in the future. Dennis Horbinski said they had worked with Rus Slicker, MATC director, and it was worked out so the wives did not have to pay full tuition. Sorensen asked that if such a problem arises again to be sure to call him, and he will follow through on it.

Horbinski indicated a Japanese club is being organized in Milwaukee. The Wisconsin Japanese America Council has been formed to address such issues as where a Japanese medical doctor would be available, where to find Japanese food, etc. Forward Wisconsin is working on developing a directory with this information for incoming Japanese people and it will be distributed throughout the Wisconsin community.

Lynda Strupp reviewed the report of the committee for "Meeting the Needs of Children of Japanese Citizens." She indicated there were some minor wording and order changes which she would share with Grittner. The committee felt that it was important their recommendation d. be implemented: "That up to \$100,000 be made available to fund model school programs . . ." Grittner had spoken with Ezequiel Vargas, DPI bilingual education supervisor, and was told that existing money could probably be used for this project. Lee McMurrin would be willing to set up a school within a school in the Milwaukee district if there are a sufficient number of students. This program would probably be for grades K-8 but could be expanded to the high school level if the need was there. The committee also suggested that a map of the Milwaukee area be included to show what areas could be served by a model school.

The committee for "Establishing Japanese Language Programs in the Schools" reported through their chairperson, Sally Henshaw, that they rewrote their section of the report. They will be inserting a section on the problems they have met. One of the biggest problems is the resistance of present foreign language teachers to the addition of Japanese in their schools. They are afraid that students will leave the present foreign language classes and go into the Japanese program.

Akira Miura told the council of the recent agreement between the governments of the United States and Japan in which 500 Americans will be chosen to go to Japan to teach and 500 Japanese will be chosen to come to the U.S. to teach. Wisconsin will be able to benefit from this program. Lee McMurrin indicated this program would be extremely beneficial to the Milwaukee effort.

Cal Potter, chairperson of the committee for "Expanding Instruction in Japanese History and Culture," walked the council through his committee's report. He indicated there were no changes in either the recommendations or in the body of their report. The report is divided into three sections: awareness activities, curriculum development, and staff development.

Lloyd Joyal informed the council that in 1983, the State Department of Education in Oklahoma did a 200-page Japanese curriculum guide, and he has been talking with Mike Hartoonian about updating and "Wisconsinizing" it. We have received permission from Oklahoma to use their materials as long as we give them credit. Grittner indicated that the Oklahoma guide is more of a resource guide than a curriculum guide. Hartoonian said the decision we have to make in regard to this curriculum guide is to what extent is it different from our current publication -- "High School Exchange Programs in Japan: A Guide for Local School Districts." The question was whether there should be two different publications rather than one. Joyal and Hartoonian will look at both publications and decide which areas can be dovetailed. Sally Henshaw indicated there is a very good curriculum guide that has been done by Columbia University. Art Rumpf told the council that both the University of Illinois and Stanford University have good resource guides.

Discussion ensued on the staff development section of the committee report. Sally Henshaw indicated there is going to be a two-week conference for teachers held at the university this summer. Bob Jauch would like to see mini-sessions held in other areas of the state. Many teachers will be excluded if these sessions are only held in Madison. Additional items were suggested under this staff development area, and Hartoonian will add these and forward them to Grittner for inclusion in the final report.

Lloyd Joyal, chairperson of the committee for "Internships and Exchange Programs with Japan," indicated his committee would like to add the last two statements from page 40 of the preliminary report to the list of committee recommendations. He also indicated that the "High School Exchange Programs in Japan . . ." publication needs to be updated.

Joyal discussed the interns available through the International Internship Program and the Foster Scholar Foundation. He stressed the importance of finding home-stay situations for these interns as soon as possible.

Yukio Itoh gave the council an update on the sister state proposal. He indicated that we cannot officially begin the process of obtaining a sister state until State of Wisconsin officials become committed to the project. It was noted that Rice Lake has recently achieved sister city agreement with Miharu-shi.

Itou distributed a listing of Japanese prefectures showing those that now have sister state agreements and those prefectures that are still open. Akira Funahashi indicated he would recommend Fukuoka Prefecture as the best match for Wisconsin. They now have an agreement with Hawaii (established 9/26/81). There is an election coming up in April and Funahashi's friend is running for governor. If elected, we would probably have a good chance to make Fukuoka our sister state.

Itou recently met the governor of Hyogo. They would be willing to be our sister state. They presently have a sister state agreement with the State of Washington. Cal Potter indicated that when he was in Hyogo last spring, the state superintendent of public instruction from the State of Washington accompanied him. The state superintendent explained the extensive

relationship the State of Washington has with the prefecture of Hyogo and Potter felt it would be better not to have Hyogo for our sister state.

Paul Hassett read a letter from Barbara Kelly of the Department of Development indicating their support of our establishment of a sister state agreement. This means that we are on board with the Department of Development, and they will follow through with us. Victor Okim indicated he worked with Barbara Kelly when Kenosha was considering its sister city arrangement, and the DOD is very helpful in these matters.

Lee McMurrin has schools in his district that would like to establish sister school relationships. He suggested we choose a prefecture that had a large city where it could be possible to have a sister city relationship with the city of Milwaukee.

Hokkaido was discussed as a possible sister state but was discounted because it is kind of a frontierland and probably would not be what Wisconsin is looking for as a compatible sister state.

Itoh said one of the problems is how we can "open the door." We need contacts, "strings to pull." Carol Albright has the names of some Japanese people we may want to contact. Joyal also indicated he had good ties with various Japanese contacts. Okim indicated the Japanese Consulate in Chicago can give us some help; also the embassy in Washington.

Dennis Horbinski would like to see a prefecture selected that has its own industries within the prefecture. Itoh told the council members to be choosy when selecting a sister state.

It was suggested at this point that because we will hopefully have a governor "contact" in Fukuoka that this may be the best prefecture to pursue. Grittner indicated that we may have to involve several council members in a special committee to come up with the final sister state selection.

Housekeeping matters such as expense vouchers and the next meeting were next on the agenda. It was decided that another meeting of the council was not necessary, and council members were informed they would be receiving a copy of the final report as soon as it is printed.

The meeting adjourned at 11:55 a.m.

APPENDIX D

QUESTIONNAIRE FOR INTERVIEWS OF JAPANESE FIRMS OPERATING IN WISCONSIN

1. What major factors influenced your company to locate in Wisconsin?

2. What specific actions have been taken by individuals or groups to help make the adjustment to the United States easier for Japanese workers and their families?

3. What specific actions should be taken in the future to make adjustment to the United States easier for Japanese workers and their families?

4. Has the American educational system posed problems for Japanese families?

5. Do most Japanese families in your company supplement their children's education with additional classes? *(If so, please be specific, e.g. Saturday school in Chicago, tutoring by Japanese instructor, etc.)*

6. Would programs offered after school or on week-ends on educational television help Japanese students keep up with the Japanese curriculum?

7. Which alternative would most of the Japanese families in your company in the United States prefer?

- _____ American schools with additional tutoring or Saturday school?
_____ An all-Japanese school that followed the national curriculum?

Please comment on the reasons for your choice:

- 8a. Approximately how many school age children do your company's Japanese families have in Wisconsin at this time?

- 8b. Approximately how many will come in the near future?

- 8c. Approximately how many are in elementary school?

- 8d. In middle school? (Grades 7-9) _____

- 8e. In high school? (Grades 10-12) _____

9. What problems, if any, has your company encountered while doing business in Wisconsin?

10. Does your company provide Japanese language classes for American employees?

☐ Yes

☐ No

11. If not, do you feel there is a need for Japanese language classes for your American employees through the universities, high schools, technical institutes, or other educational agencies?

☐ Yes

☐ No

Please comment:

12. If yes, about how many of your American employees would need Japanese language classes at this time?

Please comment:

13. General comments or suggestions:

APPENDIX E

WISCONSIN'S BUSINESS CLIMATE: A JAPANESE VIEWPOINT

The following correspondence is from Naoyoshi Ando, Marine Bank's representative in Japan. It is Mr. Ando's reply to an inquiry from Mike Straka regarding perceptions and problems of the Japanese relative to Wisconsin's business climate.

August 20, 1986

A. Although I think DOD [Wisconsin Department of Development] and FW [Forward Wisconsin] people may answer your questions more precisely than I can, I have jotted down my comments as follows upon your request:

1. People of Wisconsin have a favorable feeling toward the Japanese according to a confidential report of the Ministry of Foreign Affairs.
2. Security is very good; in fact, one of the best among all the states.
3. Good education system.
4. Good medical system.
5. Excellent transportation system including the airlines.
6. Rich resources - agriculture, wood and dairy products to machinery, etc.
7. Very cheap energy cost.
8. Very low corporate tax.
9. Qualified labor force.
10. Many qualified auto parts makers.
11. University of Wisconsin - University Industry Consortium System.
12. Our strong points are comparatively well balanced.

I may add some suggestions for your consideration.

- a. All the above should be incorporated in an attractive brochure in Japanese. (Offer the copy, materials, and photos for planning and editing here in Japan.)
- b. Eventually, organize the Japanese community, with the center in Milwaukee.
 - Japanese medical doctors should be made available. (I think there are some in Milwaukee.)
 - Provide more Japanese food at food markets and grocery stores.
 - Organize a Japanese Club in the long run.
- c. Work out effective exchange programs for the students.
- d. Encourage and/or organize visits and/or missions by Japanese businessmen to Wisconsin and vice versa.
- e. Encourage Wisconsin businessmen to attend and/or participate in fairs in Japan, i.e., "Made in U.S.A. Fair '87" to be held in March 1987 in Osaka.

B. Following is additional information for your reference:

1. The Sumitomo Bank published a 176-page guide book on all the states and Puerto Rico in late May this year which I got yesterday. Wisconsin is favorably introduced, . . . as follows:
 - a. Although Wisconsin is famous as "America's Dairyland," its main industry is not agriculture products but industrial products; in fact, manufacturing production occupies 80% of gross production in the state, while agriculture products occupy 19% and mining production 1%.
 - b. Wisconsin also enjoys a reputation as an advance-minded state in the fields of economics, education, social politics, etc. It was the first state in the U.S. to establish a kindergarten, university correspondence course, numbering of highways. It was also the first to discontinue the death penalty.
2. The Sanwa bank, in its publication issued in October last year on "Investment Environment of 17 States in U.S.A." (Wisconsin not included), summarized the major five points for site selection of a manufacturing plant as follows:
 - a. Accessibility to the market.
 - b. Feasible supply of original material.
 - c. Quality and availability of labor force.

- d. Transportation system and cost.
 - e. Acceptability of the local community.
3. FYI, DKB is in the process of updating their investment guide of all the states in the U.S. for publication next year. I am supplying them material upon request.

Best regards,

Ando

APPENDIX F

MILWAUKEE PUBLIC SCHOOLS REPORT TO THE STATE SUPERINTENDENT'S COUNCIL ON JAPANESE LANGUAGE AND CULTURE

- I. Milwaukee Public School's Relationships with Japan
 - A. Personal visits to Japan by Milwaukee Public School staff (1977 through 1986)
 - B. Staff members conducted a 12 hour in-service workshop on Japan for 250 social studies teachers. This workshop involved speakers from Tokyo and the Japanese Embassy in Washington, D.C. (1979)
 - C. Staff members/schools provided Home Stays/Internships for 75 Japanese teachers of English (Council on International Educational Exchange) (1981 through 1986)
 - D. Staff members hosted the 27-person Japanese Study Team (1984)
 - E. Milwaukee Public Schools families/schools hosted AFS and YFU students from Japan (1980 through 1986)
 - F. Golda Meir Elementary School served as long-term host for an intern who was assigned here as part of Japanese School Intern Program (1985)
 - G. Staff members worked with Youth for Understanding/Japan to select and prepare American youth for home stays in Japan and handled the placement of Japanese students for home stays in Wisconsin (1979 through 1986)
 - H. Family of staff member served as host family for two children of top administrators in the Japanese Ministry of Education (1985, 1986)
 - I. Staff members led teacher groups in travel/study tour to Japan (1980 through 1985)
 - J. Vincent High School established a sister school relationship with Hodogaya High School (Yokohama) (1985)
- II. Milwaukee Students Learn About Japan and the Japanese Language
 - A. Teaching about Japan was initiated at the Goodrich International Studies Elementary School (1985) and the Sherman Multi-Cultural Arts School (1984)

- B. Teaching about Japan in the seventh-grade social studies was initiated on a citywide basis (1984 through 1986)
 - C. Teaching the Japanese language was initiated at Riverside High School (1984 through 1985)
 - D. Teaching a semester-long specialized area study course on Japan was initiated at Vincent High School (1985)
 - E. Teaching a unit on "International Exchange Rates with Japan in the Model" was initiated at Milwaukee Technical High School (1986)
- III. Future Plans for Teaching About Japan and the Japanese Language in the Milwaukee Public Schools
- A. Expansion of the Riverside High School Japanese Language Program to include the third and fourth year of Japanese (Level III, 1986-1987) (Level IV, 1987-1988)
 - B. Creation of a K-6 Japanese Immersion School (Target date: 1988)
 - C. Initiation of a student/teacher exchange program between Vincent High School and Hodogaya High School (Target date: 1988)
 - D. Introduction of Japanese language at the middle school level and the expansion of this program to an additional high school (Target date: 1988)
 - E. Introduction of a specialized area studies course on Japan in the World Affairs Program at Riverside High School (Target date: 1987)
- IV. Services Offered the State Superintendent's Council

The Milwaukee Public Schools have several knowledgeable and talented staff members who have pioneered a number of educational projects that focus on the teaching of Japanese language and culture. These professionals might well be used by the Superintendent's Council as consultants. In this capacity they could assist in the training of teachers and administrators from other Wisconsin school districts that wish to enhance instruction in these important areas.

The Milwaukee Public Schools have also established a number of magnet/specialty programs within regular middle schools and high schools. In effect, these programs are examples of the "school-within-a-school" concept. In attempting to address the needs of the children of Japanese nationals who come to Wisconsin as managers of Japanese industries, it might prove helpful to set up "schools-within-schools" that would enable Japanese teachers (from the Ministry of Education) to implement the Japanese National Curriculum for academic courses (mathematics, science, social studies, and the Japanese language). At the same time, the visiting Japanese students could be integrated into the enrollment of their host schools for all other courses and activities. If such a plan is deemed appropriate, selected Milwaukee Public Schools

magnet school teachers and administrators could be used to help design a model "Japanese school-within-a school" that could be implemented wherever needed in the State of Wisconsin.

V. Educational Reciprocity

While in Japan this spring, Superintendent McMurrin met with officials in Mombusho (the Japanese Ministry of Education) and discussed our interest in furthering instruction on Japan and the Japanese language. At the same time, Japanese officials expressed interest in gaining greater insight into the magnet/specialty school concept that has brought national and international recognition to Milwaukee. The notion of holding a "Wingspread-type" conference on "Educational Reciprocity: How Japanese and American Educators Can Learn From One Another" was discussed in Tokyo, and preliminary planning for such a meeting is already underway.

The agenda of such a conference could be expanded to address statewide needs and could involve members of this Council, educational leaders from across the state, members of the Forward Wisconsin Task Force, and possibly even representatives of Japanese business firms considering locating in the Midwest. A logical outgrowth of such a conference could be a position paper that could describe the "Wisconsin Plan" for: 1) addressing ways to help American students to better understand Japan and the Japanese language, and 2) addressing the educational needs of the children of Japanese nationals who reside in Wisconsin for extended periods of time as a result of their professional responsibilities to Japanese firms located in this state.

If the idea described above has merit, steps should be taken to prepare a preliminary draft of a "Wisconsin Plan" which could be used to solicit participation in the conference. This draft might also prove helpful to the Forward Wisconsin Task Force in its endeavors. Since other states have not successfully addressed the above needs in an effective manner to date, it would seem appropriate to "get there first" with some initiatives that could prove to be highly desirable. A preliminary proposal and related "call" for a conference could demonstrate Wisconsin's creativity and commitment, two characteristics that are understood and respected by the Japanese.

APPENDIX G

SISTER STATES AND JAPANESE PREFECTURES

Prefecture	US State	Date Formed	Others
Tokyo	New York	02/29/60	China, France, Australia
Yamanashi	Iowa	03/19/60	Brasil, China
Hyogo	Washington	10/12/63	USSR, Brasil, Australia, China
Nagano	Missouri	05/29/65	China
Kagoshima	Georgia	11/28/66	
Shiga	Michigan	11/14/68	China, Brasil
Kumamoto	Montana	07/22/82	China
Kanagawa	Maryland	04/23/81	China
Fukuoka	Hawaii	09/26/81	
Okinawa	Hawaii	06/14/85	Brasil
Kyoto	Oklahoma	09/20/85	China, Indonesia
Osaka	Chicago		China, Indonesia
Mie			Brasil
Kochi			Philippines
Akita			China
Yamaguchi			China
Nagasaki			China
Saitama			China, Mexico, Australia
Niigata			China
Chiba			Brasil
Aichi			Australia, China
Gumma			Brasil
Hokkaido			Canada, China
Aomori			Brasil
Shizuoka			China
Wakayama			China
Toyama			China, Brasil
Hiroshima			China
Tokushima			China
Tottori			China

NON-SISTER STATE PREFECTURES

Okayama
Miyagi
Ishikawa
Tochigi
Oita
Miyazaki
Fukui

Kagawa
Ehime
Fukushima
Yamagata
Shimane
Iwate

APPENDIX H

WISCONSIN JAPAN AMERICA COUNCIL

Tuesday, November 18, 1986

Forward Wisconsin, Inc. - Milwaukee

Council Members Present: Dennis Horbinski, Chairperson; Yukio Itoh, Co-Chairperson; Barbara Moebius, Kei Watanabe, Theodore Penn, Dr. and Mrs. Tagawa, Akira Funahashi, Seigo Hidaka, Alexander Durtka, Lowell Anderson, Mary Ptacek, Ted Robinson, Lynda Strupp

Council Members Absent: Kristine Rappe, Akira Nakao, Nino Amato, Michael Straka, Shizuma Tokifuji, Kathleen Paris, Diane Gulbranson

Others Present: Akemi Masuda, Lisa Berman

Chairperson Dennis Horbinski called the meeting to order at 4:35 p.m. on Tuesday, November 18, 1986. The first order of business was to go around the table and have each member introduce themselves.

Following introductions, Dennis introduced the background of the task force and its importance. There is definitely a need for a committee such as this, based on some of the information received about problems and concerns faced by the Japanese in Milwaukee and Wisconsin. People have been in need of English as a Second Language classes, Japanese education for their children while they are in Wisconsin, health-related items, etc.

Lynda Strupp briefed the council on the activities of the State Superintendent's Advisory Council on Japanese Language and Culture, informing the group about the areas being worked on, exchange programs, education on Japanese culture in Wisconsin public schools, establishing Japanese language programs in the schools, meeting the needs of children of Japanese citizens and the needs of the Wisconsin business community.

Yukio Itoh gave a report on the sister-state proposal and expressed that nothing can be done for now until the Wisconsin government authorizes the proposal. Itoh informed the group that Miharu-shi in Fukushima-ken has a relationship with Rice Lake, Wisconsin, and has a sister-city agreement to hopefully begin as of January 1988. Mr. Itoh said that Fukushima Prefecture may have an interest to joint in a sister-state relationship with Wisconsin. However, he feels that the best choice would be Fukuoka Prefecture.

Seigo Hidaka also believes that Fukuoka-ken would be a good choice, because of the relative size and industry to that of Wisconsin. He expressed an optimistic attitude and could see exchanges of teachers between Fukuoka and Wisconsin with minimal expense.

Dr. Tagawa explained his family's personal experience and difficulties with educating his children in Wisconsin. He would like to see a Japanese school in Wisconsin.

After the general discussion, Dennis explained the purpose of the group as stated in the "Objectives" page of the agenda.

Alexander Durtka advised the council to make a few changes in the Purpose statement. The revised statement is:

To mobilize present Japanese and Wisconsin residents and expatriots for the purpose of assisting new Japanese arrivals and attracting new Japanese business. Also, to serve as a resource for and propose new initiatives to the State Superintendent's Advisory Council for Japanese language and culture and any future Japan society in Wisconsin.

Dennis then went through the objectives stated on the Title page and asked for any discussion.

Akira Funahashi advised the group to include the Japanese Citizens League in this council or activity. Dennis was concerned that this organization had political implications and asked for more insight to this group. Durtka said that the Japan Citizens League is registered with the International Institute and, therefore, could not have a political purpose or intent. However, he said that it could be a second or third interest of the organization, just not its main interest.

Tagawa said that he is a member of the Japan Citizens League and said that they are not a political organization and that they are primarily involved in cultural activities.

Before closing the meeting, Dennis asked the council to decide on an appropriate name for this group. Several ideas were mentioned. The final decision was the Wisconsin Japan America Council (WJAC).

Also, Dennis proposed that WJAC have a co-chairperson as well. Everyone agreed that Dennis was the perfect person to act as chairperson of WJAC. Barbara Moebius felt that the co-chairperson should be Japanese and nominated Itoh.

Itoh accepted the nomination and was elected co-chairperson of the Wisconsin Japan America Council.

Dennis asked all the members to think about the purpose and objectives of WJAC and think about where they could best help to support these goals. Also, he would like some feedback or ideas about these objectives.

The meeting adjourned at 6:30 p.m.

**WISCONSIN JAPAN AMERICA COUNCIL
ADVISORY COUNCIL MEMBERS**

Barbara Moebius
Project Director
International Trade Technology Center
WCTI
800 Main Street
Pewaukee, WI 53072

Kei Watanabe
2233 North Summit, #201
Milwaukee, WI 53202

Shizuma Tokifuji
Fujisawa Pharmaceutical Co., Ltd.
7670 North Port Washington Road
Milwaukee, WI 53217

Akira Funahashi
Professor of Medicine
The Medical College of Wisconsin
2160 Possum Court
Brookfield, WI 53005

Alexander Durtka
Executive Director
International Institute of Wisconsin
2810 West Highland Blvd.
Milwaukee, WI 53208

Yukio Itoh
13420 Burlawn Parkway
Brookfield, WI 53005

Seigo Hidaka
c/o Chelsea Inc.
770 North Jefferson
Milwaukee, WI 53202

Diane Gulbranson
1827 East Park Place, Apt. 31
Milwaukee, WI 53211

Kathleen Paris
2134 Center Avenue
Madison, WI 53704

Michael Straka
Executive Vice-President
Marine Bank, N.A.
P.O. Box 2033
Milwaukee, WI 53201

Nino Amato
Wisconsin Power and Light Company
P.O. Box 192
Madison, WI 53701

Kristine Rappe
Wisconsin Electric Power Company
231 West Michigan Street
Milwaukee, WI 53203

Theodore Penn
Wisconsin Public Service Corporation
700 North Adams Street
P.O. Box 19001
Green Bay, WI 54307-9001

Dr. and Mrs. Tagawa
6908 North Park Manor Drive
Milwaukee, WI 53224

Mary Ptacek
4108 West Woodward Drive
Franklin, WI 53132

Lowell Anderson
P.O. Box 50
Wild Rose, WI 54984

Akemi Masuda
Fujisawa Pharmaceutical Co., Ltd.
7670 North Port Washington Road
Milwaukee, WI 53217

Akira Nakao
Fujisawa Pharmaceutical Co., Ltd.
7670 North Port Washington Road
Milwaukee, WI 53217

Dennis Horbinski
Forward Wisconsin
11270 West Park Place
Suite 550
Milwaukee, WI 53224

Lynda Strupp
Forward Wisconsin
11270 West Park Place
Suite 550
Milwaukee, WI 53224

Theodore Robinson
Forward Wisconsin
Yoyogi Terrace #113
32-27, Tomigaya 1-Chome
Shibuya-Ku Tokyo 151, Japan

Shinichi Sugiyama
Executive Vice-President
Kikkoman Foods
P.O. Box 291
Elkhorn, WI 53121

Milton Neshek
General Counsel
Kikkoman Foods
P.O. Box 291
Elkhorn, WI 53121

Rosalie Tung
Director
International Business Center
P.O. Box 742
University of Wisconsin - Milwaukee
Milwaukee, WI 53201